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ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council, Editor

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Contents

Frontispiece—Palonious' Advice to his Son Laertes, "Hamlet." Shakespeare	136
Editorial. Arthur Henry Chamberlain	137
Journey For the Geography Class. Edward Hyatt	143
The Interscholastic Public Speaking League. A. Howard Hankey	145
English in the Elementary School. Winifred Sullivan	146
Flabbiness	148
The Rural School	149
Resolution of Superintendents	149
National Welfare and Rural Schools. Thomas D. Wood	149
Women Supervisors. C. P. Cary	150
Special Teachers. C. H. Lane	150
Warm Lunches. Josephine Berry	150
Men Cooks. Charles Evans	150
Home Economics. Bertha H. Burridge	150
Home-Making Courses. George H. Workes	151
Over-Standardization. A. E. Winship	151
Country Normal Schools. Edward Hyatt	151
Preparedness in Agriculture. H. L. Goll	151
The Farmer's Income. Harold W. Focht	151
Preparedness	152
Resolution of Superintendents	152
Military Training in Schools. James E. Russell	152
Boy Scouts. James E. West	152
Stratford-On-Avon: The Home of the Master Poet. Arthur Henry Chamberlain	153
1616-1916. Mignon Baker	158
Language Teaching. Effie McFadden	160
Some Phases of Boys and Girls' Clubs. L. B. Stevens	161
Proposed College Entrance Requirements in Mathematics. Henry W. Stager	161
Report of Meeting State Board of Education. C. S. Pixley	163
The Educated Fool. Effie M. Clarke	164
Teachers' Registration Bureau. Chas. L. Lewis	165
California Teachers' Association, Central Section Meeting	166
Resolutions, C. T. A., Central Section	167
Bay Section Program. A. J. Cloud	168
Our Book Shelf	170
Publications	172
News Notes and Comment	173
Announcement Bay Section C. T. A.	188

Advice From Shakespeare

Give thy thoughts no tongue,
Nor any unproportioned thought his act.
Be thou familiar, but by no means vulgar.
The friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel,
But do not dull thy palm with entertainment
Of each new-hatched, unfledged comrade.

Beware

Of entrance to a quarrel; but, being in,
Bear't, that th' opposed may beware of thee.
Give every man thy ear, but few thy voice.
Take each man's censure, but reserve thy
judgment.

Costly thy habit as thy purse can buy,
But not express'd in fancy; rich, not gaudy;
For the apparel oft proclaims the man,
Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all: To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

(Hamlet, Act I, sc. III.)

Editorial

ARTHUR HENRY CHAMBERLAIN

What at one time promised to be simply a conference, has developed into an organization of great importance. The National Council of Primary Education meeting recently at Detroit, adopted a working Constitution, carried on a program of exceeding worth and laid plans for future meetings. The work of this Council covers the kindergarten and the beginning grades, and such problems are considered, as for example, the various forms of activity—handwork, games, music, dancing, dramatization, etc. Taking it all in all, our best teaching the country over, is in the primary grades. However, it is a very encouraging sign that teachers and supervisors in these grades are coming together to discuss their problems and to initiate new lines of endeavor.

The Bulletin of the Los Angeles City Teachers' Club for March has an article by Miss Maud E. Snay. In discussing the work of the teacher, and extending felicitations to the newly organized club in Berkeley, Miss Snay says:

"What is the next thing? The next really fundamental thing on which the energies of all the teachers should be turned? Do we know what we want? As individuals and in groups, we are interested in many things and should be, but the life of an organization depends on its pursuit of some common object. Are the schools hampered by lack of laws, bad laws, wrong conditions of any sort? Are there greatly to be desired improvements or new possibilities in our vision of schools, as they should be, that might be brought about by a strong pull altogether. What would a majority vote of all the teachers of the state reveal as to the prevailing idea as to what the next thing is? Perhaps everything is lovely as it is and there is nothing further needed. If so, we have stopped growing, and decay may be expected to set in soon. Is it some sort of legislation that is needed, to remove the next greatest obstacle to education's forward stride—a tenure law, a sabbatical year, regulation of classroom enrollment, a teachers' registration bureau, simplified spelling, reorganization of school systems, new sources of revenue, etc., ad infinitum. Surely a fine opportunity for weighing of relative values and the Assembly convenes in less than a year. If it is not legislation, is it education of educators or public along some line?"

This entire article by Miss Snay is most interesting and instructive. Indeed many are asking the question as to what is the "next thing" in education. Certainly, all thinking teachers will agree with her that if everything is lovely and nothing further needed, then growth has ceased. Good as the schools are, and regardless of the fact that, by and large, improvement has been made all along the line, there are many desirable changes that should be made. It is not enough to say that something is wrong. What is needed is constructive thinking and united effort toward a common end. It is quite evident from the tone of the article in question, that the Teachers' Club of Los Angeles stands ready to unite in working for a constructive policy.

True it is, that many times we do not know what we want, or to put it another way, do not know exactly how to go about getting what we want.

It is indeed true also, that "the life of an organization depends on its pursuit of some common object." With all of our organizations in the state working together, we may achieve much in the line of needed legislation. We need better tenure laws, a sabbatical year, regulation of class room enrollment, a teachers' registration bureau. We need to consider thoroughly new sources of revenue and greater revenue. We need reorganization of the school system, to the end that, not simply a single course but all courses in school shall be vocationalized, that is, made more nearly to meet the demands of everyday life. We need to consider the whole range of primary, intermediate and high school divisions, and their relation the one to the other. We must give full consideration to the matter of teachers' salaries, better preparation, certification; to supervision of schools in city and country; to the whole problem of rural life and education. There is certainly something to be done, and not alone along the line of legislation, but in creating public sentiment for higher standards, for advanced ideals and more common sense curricula throughout the schools. Yes, "education of educators" is much to be desired.

We were asked at Fresno the question: "Should there be High School supervision of the Rural Schools, or should they be supervised by practical school men?" We stated in reply that taking the question simply on its merits and discussing it from the standpoint of administration pure and simple, there was no more reason for the supervision of Rural Schools by the High School principal than for the supervision of High Schools by the Grammar School principal. Indeed the question is not one of High School Principal versus Grammar School Principal. The matter resolves itself simply and solely into proper preparation for supervision. If a High School principal has had the preparation necessary, qualifying him to handle the problems of the elementary school, he might well be considered competent to supervise a group of primary or rural schools. On the other hand, a grade school principal with knowledge of high school conditions and needs could handle both divisions just as a superintendent of schools is supposed to supervise both elementary and secondary phases of work.

As a matter of fact, this whole question, in its broader and fundamental aspects, reduces itself to the necessity for rural school supervision. The county superintendent of schools should have sufficient associates or deputies to allow for as close supervision of each school in the county, as is given the grade schools by the city superintendent and his associates. Until such time comes we shall not have adequate rural school supervision.

The plan in force in several places in the state for the supervision of a group of rural or grade schools by a Union High School or a supervising principal has worked admirably. At Reedley, in Fresno County, at Covina and Redondo, in Los Angeles County, at Fillmore, in Ventura County, the

bringing together of a group of elementary schools under this central supervision plan has been of decided advantage to the schools. In these instances, those in charge are qualified not alone to direct the activities of their respective high schools, but they understand as well the problems incident to the elementary schools. Not all high school principals, it is needless to say, could direct the work of the elementary school.

The consideration of this whole matter leads us to another conclusion. Not only must rural schools be properly supervised, but qualifications for grammar school principals and standards for certification must be raised. No reason exists, or ever has existed, for the payment of a higher salary to a high school principal than to the principal of a grade school, simply because one is principal of a high school and the other of a grade school. As a matter of fact, as we have often remarked, the most important school work in the world is in the lower grades. The work is also here more exacting and the responsibilities greater. High School principals have, on account of demands made upon them, given vastly more time to preparation, both academically and professionally, than have the majority of grammar school principals. With the raising of standards on the part of the latter, and with as strict demands imposed for certification, no earthly reason exists for their not taking their places side by side with high school principals in every respect.

And finally, we need men in our elementary schools, not only as principals, but as teachers in the upper grades. If the teachers and principals of intermediate schools are to be recruited only from the high schools, and if supervision is to be in the hands of high school people, there is little left for the grammar school man, but to stay where he is. The result will be the elimination entirely of men from service in the lower school. For this reason also, it is necessary that grammar school principals insist, for their own safety, upon the raising of standards both from the standpoint of academic work and of supervision.

The recent meeting of the Department of Superintendence at Detroit, was the largest of its kind ever held, there being more than 4,000 men and women in attendance. It was as well productive of results, the addresses and discussions being focused upon important educational problems and those that have been claiming attention the country over. The President of the Department, State Superintendent M. P. Shawkey of West Virginia, showed rare judgment in the selection of his speakers and topics. The new President of the Department, Superintendent John D. Shoop of Chicago, will undoubtedly at the next meeting, to be held next February at Kansas City, produce a program equally good.

It is to be regretted that this, the one meeting in the United States that superintendents, supervisors, presidents of Normal Schools and colleges and administrators generally, cannot afford to miss, is not attended by more of our

California people. At Detroit we noticed Honorable Edward Hyatt and Mrs. Hyatt, Commissioner Will C. Wood, Miss Ednah A. Rich, Superintendents J. H. Francis of Los Angeles and G. Vernon Bennett of Pomona, and Dr. E. P. Cubberley. California is indeed a long way from Detroit, but Oregon and Washington are still further, and these states were much better represented than were we. Even Arizona and other southwestern states furnished a larger quota per school population than did California.

School men and women cannot afford to pay their own expenses to this meeting. It has become quite the custom throughout the country for boards of education in states, cities and counties, and for schools of higher learning, to defray the expenses of representatives. School boards and school trustees must be educated to the value of these meetings. Many of them of course know nothing about this organization, unless they get this information through reading or from the superintendents, direct. We fear there are instances, too many of them indeed, where the superintendent would hesitate to take up the matter of any added expense with his board. It seems to us, however, that it would be possible to convince Board members that the comparatively few dollars and short time necessary to attend this meeting, which is a clearing house of educational ideas, would be money and time well spent, and would bring returns a thousand fold. We know it would do many superintendents good to get "off the job" a bit, and see what other people are doing and talking about. It is certain that schools can not afford not to have representation at this meeting.

Eight of the eleven members of the San Francisco Survey Committee have completed their field work, and have returned East. The survey is under direction of U. S. Commissioner of Education, P. P. Claxton. Dr. W. T. Bawden has been in charge of the field work and of Manual Training and Vocational Education. The other members who have completed their work here are J. Stanley Brown, in charge of secondary education; Chas. A. McMurry, and John W. Withers, elementary education, the course of study and methods of teaching; Mrs. H. W. Calvin, Home Economics; J. L. Randall, School and Home Gardens; F. B. Dresslar, School Architecture, Sanitation, Buildings and Equipment; Henry Turner Bailey, Fine Arts. This is the first time in the history of surveys, that the matter of fine arts has been given a special place on an investigation. Three members are yet to come, Superintendent Wm. M. Davidson of Pittsburg, who will have charge of Administration and Problems of Finance; Arthur W. Dunn, Civic Education, and H. W. Wheaton, Education for Immigrants.

Before leaving San Francisco, Dr. Bawden stated that the members of the committee were, at their own expense, during the next several weeks, to work over and analyze the data collected, and to formulate their reports in the light of this added perspective gained from a distance. Before the final re-

port is made by the Commissioner, the entire committee will meet as a body. Growing out of the visiting, the observation, talking with teachers and individuals generally, and conferring with numerous interested persons, these committee members secured sufficient data to fill five mail bags. The preliminary report, which is to be made from their experience on the ground and the data, will be handed to the Commissioner and by him returned to the individual members, for final revision.

It is to be regretted that the other members of the committee are, on account of other duties, compelled to make their visit at the opening of school next summer. It is quite apparent however, that the Commissioner, is giving due weight to all the facts and forces entering into the survey. We may expect, therefore, that the results will be worth while, and far-reaching, not only to San Francisco, but to the State and the country at large.

At the recent Central Section Association meeting, Fresno, there was formed a Grammar School Principals' Association. This is an excellent move.

**Grammar School
Principals' Association**

There is no danger of getting too many associations, provided the lines of demarkation are not drawn too definitely between these various organizations. While each group of teachers of a special subject can well consider their individual problems, and while the work of the high school principals and the grammar school principals is in many regards differentiated, all must nevertheless see the necessity of coming together on great issues.

There is always great danger that a teacher will consider the problems of her own little world as paramount. Unless teachers of all grades and subjects see education as a unified problem, progress cannot be made. With this thought in mind, the Grammar School Principals' Association can, through conference of its members and the consideration of matters common to those in charge of grammar schools, hope to accomplish great good. There is need enough of this, as sufficient attention has not been given the field of grammar school administration.

The first meeting of the National Council of Education at Detroit last month, was given over to the subject of Thrift. The main address, stating the general problem, was given by S. W. Straus of Chicago. Other members of the National Committee presented various phases of the subject. It was clearly brought out that Thrift teaching should have a place in our schools. The principle should be exemplified, not simply through earning a dollar or the saving of the same, but in numerous ways, such as conservation of health, of natural resources, of application, exhibited in methods of study and the like. The Thrift Essay Contest, which has been carried on for the past few months among the children of the schools, and the Adult Contest as well, have drawn the attention of people throughout the country.

There should be a close connection between the teaching of history, arithmetic, natural science and other school subjects, and Thrift. Indeed, many of our problems can be made to have a direct application to life, if worked out on the Thrift basis. The Secretary of the California Council of Education, as Chairman of this Committee, and other committee members, will be glad to have suggestions that will be helpful in having the teaching of this subject begun in the schools.

In a recent address before the New York State Teachers' Association, former President Taft criticized severely the present system of education, characterizing it as inefficient and superficial. He suggested a national university for teachers, and stated that through this means could education in this country be standardized. He advocated, as he did on a former occasion in speaking before the Convention of National Superintendents, that there should be an institution at Washington that should grant credentials solely and simply on examination.

Professor Taft is undoubtedly right in his criticism of the inadequacy of our system of education. True it is that we are weak at many points. He must surely recognize, however, that never in the history of the world has there been a system of education that could compare with that in force in our own country today. He must also surely recognize that education cannot be standardized through any system of examination. Ability, of the sort that counts, cannot be brought out through an examination merely, nor can we hope for improvements and developments on the basis of such examinations. These are all right in their place, but the examination is only one, and certainly not the major factor.

The following is from the *London Teacher* of January 21: "Both the *Daily Telegraph* and the *Morning Post* unite in saying straight and caustic things about the Board of Education. Says the former: 'There is one reform which seems of paramount necessity. . . . We want someone to supervise, control, and co-ordinate the whole business—a man of authority, knowledge, and sympathy, who can take the tangled threads into his own hands and educe order out of chaos.' The *Morning Post* is brutally frank: 'The Board of Education is usually commanded by a politician.'"

Evidently the English schools are confronted by the same difficulties that beset the schools in our own country. However, it is hardly fair to assume that with us "the Board of Education is usually commanded by a politician." It is true that in some instances our boards of education may be thus dominated, but, all in all, the make-up of our school boards is less objectionable today than in times past.

With us it frequently happens that a board member, even though not inclined to use his office for political ends, may know little or nothing about schools or education. This would not be so bad if such board members would be willing to appoint as superintendent one thoroughly qualified and then be satisfied to keep their hands off the management of things and hold the superintendent for results.

JOURNEY FOR THE GEOGRAPHY CLASS

BY EDWARD HYATT

SUPERINTENDENT OF PUBLIC INSTRUCTION

POSSIBLY the geography class may be interested in a trip to the extreme northwestern corner of the state, over the new North Western Pacific Railroad. This is a region little known to the greater part of the state and with an atmosphere and scenery of its own. It has a damp, marine climate, a large rainfall, an abundant forest growth, and a rock-bound coast. Its precipitation in many places is 75 inches or even more. Its characteristic landscape is the deep, tangled wildwood.

THE JOURNEY BEGINS

We begin the journey at San Francisco. We take a ferry to Sausalito, 40 minutes across the Bay. We travel through Marin and Sanoma Counties, with their vineyards, oak-crowned hills, and up the valley of Russian River, into Mendocino county, with Ukiah, the county seat. The valley is now a good deal higher and drier. Many hops are grown and the country in spring is one of the most beautiful in the state, spangled with all kinds of wild flowers and with great oak and madrone trees on every hand. The manzanita bushes grow into small trees. Tulips, lilies, narcissus, snow drops, amaryllis and all similar plants grow in wonderful luxuriance, with rich colors and stems as long as your arm.

OVER THE SUMMIT

Going on to the north we reach the highest point in the whole journey, at Ridgewood, in the heavy redwood forest. Here we cross over the height of land that separates the waters of Russian River from those flowing north into Eel River. Willits is an important lumber

town that was long the end of the railroad. Crossing the level land of an old lake bottom, we go down Outlet Creek and on down to the crooked canyon of the Eel, which the railroad follows for many miles. The road is an endless succession of long curves, separated by tunnels through the points that project out to the river. Although the country through which the river cuts is wild, rocky and picturesque, the fall of the stream is slight, the water sluggish. The pebbles are covered with water grasses, moss and slime. The fish have not the hard flesh and the lively spirit of those in the Sierran mountains.

OUT TO THE SEA

At last the canyon widens out and opens toward the sea, making one of the finest dairy regions of California. Ferndale and Fortuna are here. The cool, damp climate makes perennial green grass, and the equable temperature makes it easy to take care of milk, butter and cream. A strange turn of Fortuna's wheel it was that ignored damp, natural meadows and equable marine climate and carried away dairy supremacy to the hottest, driest region of the interior valleys, where alfalfa and refrigeration took the place of grass and the cool breath of the sea. This is a striking geographic illustration of change upon the earth, wrought by man. The leading dairy county now is Imperial, in the eastern county of the state, out on the Colorado Desert.

TO HUMBOLDT BAY

Our northern flight carries us on. The lamps have been lighted quite a while when we reach Eureka, the end of the

railroad. Here we stay all night, at the county seat of Humboldt County, and the center of the lumber industry. This is a great apple country. A few miles back from the coast Bellfleurs, Spitzenbergs, and Greenings reach a wondrous size and flavor. To keep them during the winter it is only necessary to pick them, box them, and pile them up on the shady side of the barn or the house. The rain beats on them, the drip from the eaves falls on them, but the air is so wet and cold and so uniform that the apples stay there solid and fine, month after month. Greenings keep in this way till May, while in the hot interior it is hard work to keep them till Christmas.

THE FORESTS OF THE NORTH

Next morning we take a stage for Crescent City, the last lap of our journey. It is 102 miles away, straight north along the coast. The stage is a big auto that goes every day, rain or shine. It happens to rain the day we start, copious, pelting rain, and we are quite uneasy at the prospect of plunging ahead for a hundred miles on slippery, crooked, narrow country roads, skirting cliffs, climbing mountains and edging around terrific precipices that overhang the roaring breakers of the ocean. The drivers, too, excite our apprehension. They are so young, so slender, so boyish, to pilot a ton of human flesh and two tons of machine so far amid the gloomy forests of the North. But the automobile has called to the front a new type of man for a driver. No more is it the beefy, horsey, livery man, or the broad-backed, profane, mule-skinner type. It is an alert, observant, quick-motioned boy of 20 or so, the sensitive, nervous, expert-machinist type.

IT WAS A WONDER

And the way these boys piloted their big machines, loaded down with people

and baggage, was a wonder. The steering wheel was never still a second. Up hill and down dale we went, around corkscrew turns, up pitches, down gulches, across flats, turning and bending, ever curving and twisting still—and the rain came down! When we straightened out into a momentary level place, swi-s-s-h! The water cascaded up from the wheels and flew for 20 feet, over the fences on both sides. Along in the afternoon we passed through a wonderful redwood park, miles and miles across; great columnar trunks as close as they could stand and as far as eye could see. Nowhere on the continent can such a sight be enjoyed upon a traveled thoroughfare. At one place the ground was so wet and boggy, the forest so deep and foggy, that it was necessary to *corduroy* the road. For three and a half miles we rolled over great redwood slabs, laid crosswise, edge to edge, on the roadway.

THE LONESOME WOODMAN

Occasionally we would pass a woodsman outside his cabin in the dripping fog gazing with all his eyes at the speeding machine that linked him to the outside world and answering the cheerful hail of the driver. These men of the forest build and repair the corduroy road. When a great wind comes on they forsake their cabins and sleep in a hollow tree for safety, fearful of the wind-blown trunks. They do not look like outdoor men, but have pale faces and big eyes from living and working in the somber shade of the redwoods.

Darkness came on before we had passed through the twilight mystery of the tangled forests, and our twisting, tortuous way led down, down the mountain. Five times the oxbow turns were so sharp that the driver ran the nose of his heavy car into the bank, backed up, breath-

lessly near the precipice to the rear, and then took a new start forward. And, mind you, he had no lights whatever, but drove by uncanny instinct! The road was so crooked that lamps could not illuminate it. It was safer to depend upon the boy at the wheel, and the lines of glistening water in the wheel tracks.

DOWN TO THE SEA

The road led finally down to the sea beach, with the twinkling lights of Crescent City across the water five miles away. Soon we turned up from the water, crossed the sandy beach, and drove into the county seat of Del Norte. It stands on the level, right at the high water mark, almost a beach town. The stormy winter waves wash up across the great crescent of the beach, up the streets, on the porches of the houses even, and they pile up great ricks of driftwood, water-worn boulders of solid wood, stumps, logs, trunks, slabs, chunks, charred fragments and everything else that comes of the waste of the woodland. This piles up sometimes almost as high as the eaves of the houses and the people

can go out and help themselves from the common woodpile at their doors. Twenty miles farther north is the Oregon line.

GEOGRAPHIC PRINCIPLES

Forty years ago Crescent City was an important place, the distributing point for supplies sent there by ships and going to the interior, to the mines of California and Oregon. Its hopes and dreams were blasted by the building of the Southern Pacific Railway north from the Sacramento Valley into Oregon and on to Portland. Yreka and Grant's Pass became the distributing points, and the flourishing coast city suddenly found its occupation gone. Now it waits and works for a railroad from the north or the south to put it on the map of the world again. There are practical geographic principles in all this to observe and to remark.

This was the end of the journey to the north. We remained with the cordial, hospitable people for three days, working in the institute and enjoying every minute of it, and leaving with reluctance.

THE INTERSCHOLASTIC PUBLIC SPEAKING LEAGUE

BY A. HOWARD HANKEY

UNIVERSITY OF CALIFORNIA

THE educational advantages to be derived from platform practice in the various forms of public address, if properly conducted, are numerous. It develops many desirable qualities, such as ease and grace of manner, accuracy and clearness of thought, fluency and effectiveness of speech. It inspires the love of truth, in the search of which the student is willing to devote much time and effort. No single course in the curriculum will serve so thoroughly to acquaint the high school boy or girl with men and events.

Inter-scholastic debating presents many problems. The cause of the majority of these is an uncontrolled desire for victory. The inter-school contest in debating is an artificial stimulus that arouses the high school student to participate in the discussion of public questions. It employs a natural instinct—a desire to excel—as a means of awakening interest in public speaking. But, like many other human instincts, it, too, is dangerous if not properly guided.

ENGLISH IN THE ELEMENTARY SCHOOL

BY WINIFRED SULLIVAN, LODI

THE study of English, define it as we may, must result, if successful, in the child acquiring an efficient skill in the use of his mother tongue, according to the best models. Incidentally, too, he must build up a standard by which to measure all English with which he comes in contact. Prof. James Hart, of Cornell, says that a noble diction is the English language. If this be true, how best to acquire this diction is the chief problem in the study of English.

For several weary years it was thought that the child could by means of some magic hocus-pocus applied to the contents of a Greenleaf, or Reed and Kellog's Grammar, find his brain inflated with the power to use noble diction. However, this magic system seemed rather to result in driving out of the grammar grades, thousands of boys and not a few girls, who objected to being tricked into the labyrinthian mazes of formal grammar. We have all heard of the occasional prodigies, formerly produced by this formal grammar system, who could diagram the most abstruse and complicated expressions, and then like Alexander, sigh for more words (rather than worlds) to conquer. These same isolated notables could recite rules and formulas, "world without end," yet how few of them, by applying this skill, could write one clear, forcible sentence, or make one concise, intelligent statement upon any given topic.

The great English masters, previous to the last hundred years, were—to paraphrase Whittier's quotation—"innocent of grammar-books," and never so much as suspected the existence of a grammar

in their own tongue. English as an art existed long before any science of English or formal Grammar was evolved. The wonderful results obtained by these same early English masters was almost entirely due to their considering English as an art, and all arts are mastered by continuous and thoughtful practice in doing.

The experiences of the various masters of the English tongue seem to point to the conclusion that such power is gained only through concentrated and directed doing. Pupils then, too, in order to gain any degree of this power, must do, and do, and do the thing, until they have exhausted their capacity to improve it. We can *teach* a child rules of syntax, but we must *train* him in habits of good English as we train him in manners and morals.

The one plan which I have seen tried, that more nearly approaches the ideal in English instruction, both as to methods and results than any other method or system, is as follows:

No text book is used. All work in English is based upon oral and written composition. The pupils choose some topic concerning which the majority of the class is interested, and concerning which they have a workable fund of available knowledge. Poultry, Tomato Culture, Strawberry Culture, Bee Culture, Beet Raising, are illustrative subjects which I have seen successfully worked out by Seventh and Eighth Grade pupils. The subject-matter, as nearly as possible, comes from the children's own experiences.

In order to make these experiences vivid and fresh, the details of the sub-

ject are worked out by the class, whenever possible at school, occasionally in part, at home. For instance, letters to various seed-firms for catalogues; to the U. S. Bureau of Agriculture and the State Agricultural Farm and Experiment Station for bulletins and seeds. While awaiting the arrival of this mail matter, the class arrange their letters in the form of telegrams and night letters. When they have exhausted the possibilities of this phase of message-writing, they prepare a careful and detailed outline of their complete composition. The outline, in the case of Tomato Culture, would probably have as an introductory paragraph, the early history of the tomato. Pupils use reference books in acquiring a fund of knowledge on this topic, then proceed to work this knowledge into proper form for its use in the composition. Next a comparative study of soils is made. Simple apparatus supplied by the pupils is used in these tests. The U. S. bulletins give careful diagrams and instructions for the making of this apparatus. Soil is tested for porosity, capillary attraction, food value, packing properties, etc. These experiments are written up as carefully as are the tests in a chemical laboratory. Diagrams of the apparatus are made and the scientific form is used in writing out the experiment. By this time the seeds have arrived, and some are germinating on cotton-beds in various glass vessels. The seeds are tested. The germinating process is illustrated and described. Heat and moisture tests are made. The plant is followed closely in all its stages of growth and maturity, through transplanting, cultivation, and harvesting. Picking, packing, shipping and canning are taken up in detail. All implements used are described or illustrated. When complete,

the pupil has an illustrated composition which, if printed, would make a medium-sized bulletin. This composition is a written record of the pupil's own observations, experiments, and research, explained and described in his own manner of expression.

Poultry is taken up in a similar fashion. A diagram of a prize fowl is made, in which each point of marking is numbered and its percentage given, so that each child may have a standard by which to judge good stock. Next, each child collects poultry-journals and bulletins. Eggs are tested for fertility and are placed in a school incubator. Each pupil is a stockholder in the prospective chicken-crop. A record of the incubation process is kept. A thorough study is made of the proper care of young chicks. Experiments are made in feeding. Model coops are designed. Marketing is discussed. No point of interest is omitted. English and Drawing may be correlated to great advantage, as the illustrations add not only to the composition, but to the child's interest in his work.

All subjects are taken up in this complete fashion. Each pupil has an assigned place at the board. Each day he places on the board some part of his work for correction, criticism, and suggestion or recommendation. The class members suggest amendments, improvements, and criticisms of each other's work. Each pupil is given first chance to correct his own work. All errors in form, usage, or general expression must be noted and corrected. Each paragraph must be written and rewritten until no improvement can be suggested. Final correction and recommendation of the second copy is made by the teacher. The last copy shows the child's best efforts.

When the composition is completed, a resume of the steps in the composing process is made. Notes have been kept by the teacher from every-day corrective work. This resume follows the teacher's suggestions and consists of rules, formulas, guides and definitions, which the pupil evolves from his own experience, through the necessity of choice and improvement. The agreement of subject and predicate in number, is worked out; the necessary cases of nouns and pronouns; their agreement; the tenses and modes of verbs; clauses, their use and position and rules for correct paragraphing; indentation, and general form are worked out. All of these rules, definitions and formulas are kept in a notebook by the pupil for future use and reference and constitute the child's Science of Grammar. Having composed these definitions and seeing their necessity and use, the task of memorizing and applying them is simple and logical. The pupil, at no time, feels them strange, foreign or useless.

This same method adapts itself even more readily to the primary and intermediate grades, on account of the compara-

tive simplicity of the subject matter dealt with in these grades. Any composition here may be developed and worked over so rapidly that all liability of monotony or tiresomeness is avoided. Nature Study affords a rich field for observation, study and record in the lower grades. Some interesting process of nature is constantly presenting itself and asking for explanation and description from the eager young minds. The few rules and formulas needed here may be developed in the same manner as in the grammar grades.

According to this plan, English is developed first as an art. Then follows a simplified science of Grammar or English—a natural outgrowth of its predecessor—the art. I have had the privilege of observing this method tried out for four consecutive years in an Intermediate School, by a specially trained and especially adapted teacher. The results were inspiringly satisfactory. Like all methods, much depends upon the personality, fitness and enthusiasm of the teacher. For best results, as is true in all English instruction, small classes with individual attention is a necessary condition.

Flabbiness.

In his article in the *Journal of Experimental Psychology*, Prof. Welton shows no sympathy with the modern theory that if you let a child alone he will educate himself. He thinks St. Paul's account of human nature is truer than Rousseau's or Mme. Montessori's. The doctrine of Original Sin is the theological expression of undoubted facts. There is a will to do evil as well as a will to do good. The child's growth in grace is the continual subordination of the tendency to evil by the tendency to good. The child is weak, at the mercy of passing impulses and passions, and with little sense of duty. He needs the support

of the teacher's will to keep him in the right path. We think too little of duty, of the categorical imperative, of the splendor of hard work, of intellectual strength and perseverance. Of oral teaching as a universal practice Prof. Welton is severely critical. Its weakness as a method is that the teacher does nearly everything, a few quick children a little, and the main body of the class nothing. Oral teaching has become a fetish in the elementary schools, and we should like to hear more educationists lifting up their voices against its abuse. Miss Robertson insists also on the need for cultivating effort and the capacity for doing drudgery—"hard, uncoaxed, uncomplimented work"—willingly and heartily."—*London Journal of Education*.

THE RURAL SCHOOL.

Opinions Expressed at Department of Superintendence, Detroit.

The country child is entitled to as good a school as the city child. He should have a professionally trained teacher, who is paid an adequate salary. The rural schools should have good supervision. We believe the county superintendent of schools, as well as the city superintendent, should be chosen solely on account of academic and professional qualifications, executive ability and good character. We are convinced that his selection should be determined by some method other than that of popular selection, which is usually influenced by considerations other than educational. We further recommend the consolidation of rural schools wherever practicable.

Resolution of Superintendents.

National Welfare and Rural Schools

BY THOMAS D. WOOD
COLUMBIA UNIVERSITY

RURAL school children are less healthy and are handicapped by more physical defects than children of the city schools, including all the children of the slums. This is clearly proven by statistics taken from many states and is, in general, true of all parts of the country. The general death rate in rural New York has for five years been greater than that of New York City. Apparently within the last decade or two the health of rural America has declined below that of the cities, or perhaps it is truer to say, that within this period the standards of living and health of the cities have risen above those of the rural regions.

The present inferiority of country life today, so far as human health and welfare are concerned, is apparently due, principally to the following causes:

I. Much of the best human stock, particularly within the last half century, has moved from the farms to the cities.

II. The science and art of human living have advanced much more rapidly in the cities than in the country. The rural school is relatively the least healthful

type of building in the entire country.

III. The rapidly increasing extent of absentee ownership of the farms, works to the great disadvantage of the standards of human life in rural regions. Tenant farmers have relatively less intelligence and less money than the absentee owners, to provide the requirements of life in the homes and in the schools.

IV. The religious life and faith of the people are today weakening, or, at least, changing rapidly in the country as well as in the cities. In the rural regions, however, the idea and habit of social service are providing, much less rapidly than in the cities, a partial substitute for the religious life of the past.

It is still true with reference to the future, as to the past, that the best of our human stock for leadership in country or city—for the nation as a whole—must come from the farms.

A dollar spent in a wise, constructive effort to conserve a child's health and general welfare will be more fruitful for the child and for the general good than a thousand times that sum delayed for twenty years. The *principle of thrift* in education finds its first and most vital application in the conservation and improvement of the health of the children.

Women Supervisors

BY C. P. CARY

SUPT. PUBLIC INSTITUTION, WISCONSIN

We have nearly 100 women supervisors of rural school teachers. Most of them are young women and they need the sympathetic, helpful suggestions and advice that an older woman, who is interested in them and their work, can give. Many of the young teachers actually grow to look on the supervisors with the same feeling they would entertain toward a mother.

It has often been asked if I did not think men would make better supervisors. Emphatically, I answer, I do not think so.

Special Teachers

BY C. H. LANE

UNITED STATES BUREAU OF EDUCATION

The farmer refuses to put any confidence in a slip of a girl, who has no practical experience, even though she teaches the proven facts. She has little or no experience, and is tied to the text book, for which the farmer has little use. The cure for this big stumbling block is in special teachers with experience as well as book knowledge, and the better outlining of courses adapted for each state.

Warm Lunches

BY MISS JOSEPHINE BERRY

UNIVERSITY OF MINNESOTA

Children attending the rural schools are obliged to carry box lunches day after day, and after about a month of this, they grow tired of the monotony and we find them throwing their sandwiches away. Most of these children are therefore afflicted with malnutrition. The noonday lunch should be a regular

part of the school period. Stoves and cookers should be installed in each school, and the pupils formed into committees that would take charge of the lunches at regular intervals, supervised by the teacher, of course. Here, they would get the chance to learn home economics as well as receiving the proper sort of nourishment.

Men Cooks

BY CHARLES EVANS

PRES. STATE NORMAL, OKLAHOMA

The problem of domestic science will never be solved until men learn how to cook.

The whole school system is one-sided. We ought to get it right. To do so, every man in our normal school will be required to take a short course of from 10 to 20 days in domestic science.

Home Economics

BY MISS BERTHA H. BURRIDGE

TRAINING SCHOOL SUPVR., VERGENNES, VT.

The average New England mother thinks that she can teach cooking better than any teacher..

The children are taught table manners and cleanliness. I asked one boy if he was allowed at home to unfold his napkin before his plate was set before him. "We don't have napkins at our house," was his reply.

We try to teach the children to drink hot malted milk or cocoa instead of the strong coffee which they get at home. In some cases the children try to avoid drinking cocoa by bringing tea from home in a bottle.

Girls are more willing to learn to wash dishes in school than at home. Even the boys beg for the privilege of being taught how to cook and wash dishes.

Home-Making Courses

BY GEORGE H. WORKES
CORNELL UNIVERSITY

The teaching of home economics, such as the right way to make a bed, or to cook a dinner, is far more important than the teaching of arithmetic. There is a need of home-making instruction throughout America. Five hours a week should be devoted to this training from the sixth grade up, and in the high school, not less than eight hours a week.

Over Standardization

BY A. E. WINSHIP
EDITOR JOURNAL OF EDUCATION

What we call standardization is in danger of creating a condition of arrested development. The words "standard" and "superior," that we tack over the doors of our country schools, give conceit to our taxpayers. They think they have done a great deal and so they stop.

If the word "standardization" still serves as a bugle call, urging us to higher things, then it is all right. If it means that we have arrived at a standard that satisfies, then the Lord help us!

North Dakota is putting Massachusetts to the blush. Thirty-five years ago these people drove into that country in ox teams and now they drive to the dedication of their new schools in motor cars. There's no arrested development there.

Country Normal Schools

BY EDWARD HYATT
SUPT. PUBLIC INSTRUCTION, CALIFORNIA

All of our eight normal schools in California are in cities, and I believe that condition exists in all states. By reason of this our normals are largely filled with city girls who find the normals an easy way of getting advanced education. They

go to the normal in their home city because it is the easy thing to do and not because they have definitely chosen the profession of teaching.

When city-bred girls go to the country to teach it is but natural that their constant aim should be to get back to the city environment in which they were raised. Even where a country girl makes the supreme effort of going away to a city normal, it is likely that she will become so influenced by the city that she too will come to look toward it as her goal.

Under these conditions, it is but natural that the influence of practically all teachers should be cityward.

Preparedness in Agriculture

BY H. L. GOLL
SWANTON, OHIO

What this country needs is preparedness in agricultural education. In spite of our spirit of vain and boastful independence, we are slipshod in our methods. We are the most egotistical nation in the world and we have no system. We need farm education to do away with our shiftless methods.

The Farmer's Income

BY HAROLD W. FOGHT
UNITED STATES BUREAU OF EDUCATION

We are working along the lines that the new farm community school must in the content of its course answer the needs of the people.

The American farmer makes less considering the capital invested, the time, the labor, the risk, than any other person. Statistics obtained by the department of agriculture show that the average daily income of farmers in the United States last year was 49 cents a day.

PREPAREDNESS.

Opinions Expressed at Department of Superintendence, Detroit

We strongly favor physical training that will develop mind and character as well as body, but we are emphatically opposed to the introduction of compulsory military training into the high schools of the country before mature consideration of the educational questions involved therein.

We suggest the appointment by the incoming President of the Department, of a committee of nine to study and to report upon the proper place for and purpose of military education of American youth, and, in case it is appointed, we recommend that the Board of Directors of the National Education Association be requested to provide for the necessary expenses of this committee.

Resolution of Superintendents.

Military Training in Schools

BY DEAN JAMES E. RUSSELL
TEACHERS' COLLEGE

We have already been asked to introduce military training to our curriculums, and a legislative leader only last week severely censured our state commissioner of education for presuming to inquire among his teachers what their sentiment on preparedness would be.

A congressional committee chairman has told me that we would be expected to introduce text books on military tactics, and teach this new science at the behest of the war department.

So it appears that we, too, must settle here the same question that Europe is trying to settle, the question of what rights the state has, and what duty the state can exact of the individual.

Boy Scouts

BY JAMES E. WEST
CHIEF SCOUT EXECUTIVE, BOY SCOUTS

America will be more Prussianized than Germany ever was if the bills before Congress, advocating a system of military training, should become a law.

The junior militia bill strikes deep at

our educational standards, which aim to keep the child's mind free from prejudice and narrowing preconceptions. Germany never has given military training to youths under 18. France and England discarded the idea generations ago.

If America was actually preparing for war, I would rather face the issue with a million approved scouts, who can handle themselves efficiently in every predicament, than with a million men of the old militia type.

This is because the scout program teaches not merely efficiency in the field, in bad weather, amid hardships and in a danger crisis, but it also teaches them self-control, non-aggression, the principle of service, and gives them character.

We Americans know how more of our boys in the Spanish-American war died of dysentery and fevers and scurvy and various sicknesses, than from wounds. That was largely because they weren't trained to keep themselves fit under hardships of field conditions.

With a large standing army, taxpayers have a heavy burden to carry, and idle men are a social menace everywhere. With independent boy scouts, each man is self-supporting, and is taught the principle of service and unselfishness.

STRATFORD-ON-AVON: THE HOME OF THE MASTER POET

BY ARTHUR HENRY CHAMBERLAIN

(The tercentenary of the death of Shakespeare is to be made much of in the schools of this country. The 23d of April is a particularly noteworthy date, as evidences point to this as the day of the death of Shakespeare, in the year 1619. His birthday anniversary is also April 23. Suggestions for school and college celebrations, for festivals and the treatment of Shakespeare's plays may be found in a bulletin entitled, *The Shakespeare Tercentenary*, secured from the U. S. Bureau of Education, Washington, D. C., at 10c per copy. Attention is called to the suggestions made in the article by Miss Baker in this number. Editor.)

WHICH road do we take for Stratford, please?" The Englishman examined us critically as if wondering what possible motive could have brought Americans to England, and more particularly what interest one could have in the sleepy, peaceful, but picturesque town of Stratford. The reply came in good time: "You keep straight on to the top of the road, then turn right round and ask the next man."

This being a characteristic form of reply, we had learned to interpret such. There was no hill visible but we were safe in presuming upon a cross-road somewhere ahead, and here would be found the "top." The admonition to "turn right round" did not at all mean we were to retrace our steps. And we always felt as if there was no imposition on our part in making inquiry, as we had the permission of the last man approached to "ask the next one."

It was June and we were on foot and tramping in Shakespeare's England. The fragrance of fresh hay was heavy in the air. Magnificent stretches of pasture land spread away on either hand. Hedges, as neatly trimmed as those bordering the city streets at home, lined the

road. Picturesque cottages with thatched roofs and with sanded dooryards, as clean as a wind-swept beach, dotted the landscape here and there. Away to the left was a ribbon of glittering water winding in and out, lying bare in places to the bank on either side and again losing itself behind clumps of trees. And straight ahead a spire, rising out of a mass of green, that shone dead black in contrast to the river on its flank. A quick turn of the field glass and at our



CHAMBERLAIN PHOTO

HOLY TRINITY CHURCH

very feet lay our goal. There stretched the Avon that with every ripple re-dedicated the lines of the master poet; and there the spire of Holy Trinity standing the watch of centuries over the one, but for whose life the region would now be almost unknown.

It becomes quite evident to the seeker after truth in the "Heart of Merrie England" that the chief business of the residents of Stratford is the welcoming of visitors. While passing the market place, a young lad whose personal appearance pleased us exceedingly, agreed to help us get our first glimpse of the place. "How

old are you?" said I to our conductor. He replied, "Fourteen years, sir." "Have you ever been to London?" I asked. "No, sir." "Ever visited Liverpool?" "No, sir." "Ever been to Manchester?" "No, sir." "Leamington?" (A few minutes' ride from Stratford). "No, sir." "Do you ever expect to go?" "I don't know, sir." "How much did you make last year showing people about?" "I took four pounds, sir."

There was in the year 1564 in Stratford-upon-Avon, a house in Henley street



CHAMBERLAIN PHOTO

SHAKESPEARE'S BIRTHPLACE

owned by one John Shakespeare. It was built with outside frame and thatched roof as were the other houses of the time. A portion of the house was used as a dwelling and the remainder as a place of business—that of a wool stapler and glover. It was in this house, known as the Shakespeare House and still standing, that the great poet was born fourteen years after the middle of the sixteenth century, April 23d.

Soon after the death of William Shakespeare the house was divided into three tenements, the center portion being since known as the Shakespeare birthplace. The portion on the left is now used as a record room where valu-

able historical documents are kept. The larger room on the right, originally the commercial part of the premises, and used until recent times as an Inn, has been converted into a museum and library. Here are preserved and exhibited all rare copies of the poet's works, as also relics connected with Shakespeare and with the town.

America leads the world in the spirit of advertising, and no man ever had a clearer conception of the value of advertising in building up a business than our own countryman, Mr. P. T. Barnum, the great showman. In 1847, the Shakespeare place was offered for sale, and Barnum conceived the idea of purchasing the building, of taking it down piece by piece, and of conveying it to this country, where he would reconstruct it and use it for show purposes. The sentiment of the English, so slow to exhibit itself, now began to take form. Many thought it would bring discredit upon the English people to lose the house to an American. It was suggested, however, that should Barnum obtain the house, another building could be erected over the cellar on the old foundation; but this was answered by those who knew the showman and his methods that Barnum would take cellar and all, and would perhaps find some way to transport even the lot to the States.

To the credit of the English, be it said, the scheme was blocked, but Mr. Barnum, as suggested by one author, got what was just as good for him—a fine lot of advertising. The house was finally bought by popular subscription, being sold at public auction for three thousand pounds. Three hundred years earlier John Shakespeare had paid forty pounds for the same house that was then new.

Some day a seeker after fame will write a thesis on the *Psychology of the Inscription*, and a great university will grant the genius a Doctor's degree. It is human nature to carve one's name in places difficult of access, or on the walls of the tomb or dungeon or upon the doorstep of the great. The small windows of the small upper room where Shakespeare was born are cut full of the names of those who have journeyed thither, and the whitewashed walls bear silent testimony of the admiration in which the poet is held. Thackery and Washington Irving have left their autographs upon the walls, the latter no less than three times. The name of Browning appears upon the ceiling while scratched upon the window glass are the signatures of Scott and Carlyle, and so faint as to be almost indistinguishable are the hands of Dickens, Tennyson and Lord Byron. An upright at the side of the fireplace in the room is called the "actor's pillar," an examination making clear the reason for the title.

Many there are who have broken into verse and have left their lines on the historic walls, and one has commented upon this propensity in this wise:

"Oh, Shakespeare, when we read the votive scrolls,
With which well meaning folks deface these walls;
And while we seek in vain some lucky hit
Amidst the lines whose nonsense nonsense smothers;
We find, unlike thy Falstaff in his wit,
Thou art not here the cause of wit in others."

In the museum room below is a straight-backed, deal desk, at which the poet used to sit while attending the old Stratford grammar school. It is cut and marred in every part, and one is impelled to ponder upon the seeming im-



CHAMBERLAIN PHOTO "1"

STRATFORD GRAMMAR SCHOOL

possibility of developing a poetic nature in such quarters. Shakespeare as a poet was surely born, not made.

Probably no American writer ever admired Shakespeare as did Irving. He visited Stratford on two different occasions and devoted much time to a study of the old place and in acquainting himself with its surroundings. Irving has written in this room:

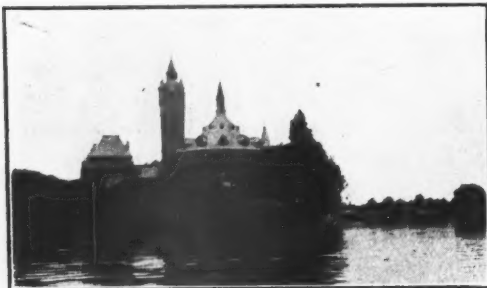
"The home of Shakespeare faith we here
may see,
That of his death we find without a trace;
Vain the inquiry, for immortal he,
Of mighty Shakespeare's birth we here may
see,
That where he died in vain to find we try—
Useless the search for all immortal he
And those who are immortal never die."

Washington Irving—Second Visit—1821.

One hesitates to leave this house where was born and where lived a man whom we still find it difficult to fully appreciate; a man who was at once learner and teacher, student and philosopher. Reluctantly we pass without the door and on to other scenes.

Just across the street is Guild Chapel built in 1269. The Chapel was rebuilt in the middle of the fourteenth century and Henry VII remodeled the structure at a later day. Guild Hall adjoins the Chapel and here, in the second story, was the Stratford Grammar School. We may picture Shakespeare himself as "the whining schoolboy with his satchel, and shining morning face, creeping like snail unwillingly to school." "New Place," where the bard passed the last nineteen years of his life, is some distance away. Only the foundation remains, another building, used as a museum, occupying space on the same grounds.

The sun hung low in the West, and the sky was painted in brilliant but harmonious colors as I pulled away from



CHAMBERLAIN PHOTO

MEMORIAL THEATRE

the shore to a point midway of the Avon and there rested my oars. The current of the stream was barely noticeable, the surface of the river shining as a polished mirror. The reflection of the trees on the bank could be seen far below the surface as the most delicate of tracery. The air hung fresh and invigorating and no sound broke the perfect stillness. There was no discordant movement and one found it almost impossible to believe there could be a spot in this small country of England that has given

so much to the world, where such quiet and inactivity could reign supreme. Up the river a distance of a half mile was the Shakespeare Memorial Hall and Theatre, built in commemoration of the three hundredth anniversary of the poet's birth. An equal distance down stream rose the spire of Holy Trinity that had beckoned us as we gazed over into the promised land.

The Memorial Hall was erected by popular subscription and contains a theatre, library, art gallery and museum. Here may be seen enacted the plays of Shakespeare, by performers of the first quality, and in the library will be found copies of all books relating to the master poet, and here all future works of this character shall find a place.

The Fountain and Clock Tower, in an open space or plaza where several streets converge, is the gift of Mr. George Childs, our own countryman. The town hall, erected in 1768, is adorned with the statue of Shakespeare, presented by Garrick one year later on the event of his visit to Stratford to direct the great Shakespeare Jubilee. The Red Horse Inn, another landmark and spot of interest, is down on Bridge street. This is sometimes called Washington Irving's Inn, for it is here that Irving used to tarry on his visits to the Avon country, and here he wrote his famous paper, "Stratford-on-Avon."

The Red Horse is the most ancient of all taverns in Stratford and was held much in favor by Shakespeare himself. On the left as you enter is the coffee room, and adjoining it the parlor so much occupied by Irving. Here is the grate; the poker that did such service in Irving's hands as he stirred up an unwilling fire, and the chair in which he sat. We sat down in Geoffrey Crayon's parlor and



CHAMBERLAIN PHOTO

YARD—RED HORSE INN

persuaded the maid it was really lemonade and not porter or ale we desired. And although the lemon flavor was decidedly lacking, that of historic association was much in evidence.

How many thousand visitors from every civilized country on the globe have trod the path across the fields to Shottery—the path made famous by the passage, back and forth, of the greatest framer of phrases the world has ever known. Tourists, historians, literary lights, the curious, the student, the philosopher, the sentimentalist and the sober-minded; all have mused and pondered as they pressed onward toward the simple cottage, once the home of Ann Hathaway. With scarce width for two abreast and bordered on either side with beautiful hedges; over stiles, and past vegetable and flower gardens, the lane at last winds in and out to the Ann Hathaway cottage.

Today the house is owned and shown by distant relatives of Ann Hathaway. On an earlier visit I was privileged to talk with the last direct descendant of the famous Ann, a woman of many years and willing to chat about the records and deeds of the family of Hathaway.

A wide stone path, bordered by fine old trees, leads invitingly from the entrance of the churchyard to the door of Holy Trinity. It is more than likely the stranger has reserved this visit till the last. There is indeed an atmosphere of more than awe and reverence surrounding the place. A spirit of worship pervades everything and everybody, and while the interior of the church is far less beautiful than many English houses of worship, it is overpowering in its simplicity and its significance. Its general trend is Gothic. It was begun in the twelfth century upon the site of an older building. The stone spire, erected in 1764, replaces a wooden one of former years, and is 163 feet high. The transept and part of the central tower were built in the thirteenth century, the aisles in the fourteenth and the remainder added in



CHAMBERLAIN PHOTO

ANN HATHAWAY COTTAGE

the fifteenth century. The chancel and nave are not in line with each other, being on a "bias" or "askew."

In the year 1564 the babe Shakespeare was baptized in the old font. As you pass from here up the church to the altar rails, you see why in later years they have been moved back, as the floor is worn and hollowed by the march of

many feet. Inside the chancel are the graves of William Shakespeare, who died April 23 (or 25), 1616, and that of his wife, Ann Hathaway. Buried here also is Shakespeare's eldest daughter, Susannah Hall, her husband, Dr. John Hall, who called his wife "Good Mistress Hall," and their son-in-law, Thomas Nashe.

On the wall overhead is the most trustworthy bust of the great poet, bearing this inscription:

"Stay, passenger, why goest thou so fast?
Read, if thou canst, whom envious death
hath plast
Within this monument: Shakespeare, with
whome
Quick nature dide; whose name doth deck
ys tombe
Far more than cost; sith all yt he hath writt
Leaves living art but page to serve his witt."

The curse, written by Shakespeare and placed at his request on a stone slab, runs thus:

"Good friend, for Jesus' sake forbear
To dig the dust enclosed heare;
Bleste by the man that spares these bones,
And curst be he that moves my bones."

In the south transept is the American window, built by contributions from Americans. It illustrates the "Seven Ages" of the poet, and was unveiled by our ambassador, Hon. Thomas Bayard, on Shakespeare's birthday, 1896.

At the rear of the church, on the bank of the peaceful Avon, Longfellow mused and wrote his verses entitled "To the Avon."

With what wonder, respect, admiration and awe does one look upon the last resting place of the Master Poet, and with what feelings of regret does one turn to leave the quiet town that, but for one man, would scarce be known outside its own little world. Here lived a man of

moods and sides. He was a student and a teacher, a poet and a philosopher, an historian and a tradesman, a thinker and a doer. His was a nature that could sympathize with the weak and downtrodden, or mete out justice unbounded to the hypocrite. His writings at once show the damning effect of a bad conscience and the peace which comes with a knowledge of something well and honestly done. All the traits of human character and the strengths and frailties of human life are laid bare by him, and always in such a way as to be understood by all.

Probably no lines were ever written that contain such an abundance of happy suggestion as is found in the advice of Polonius to his departing son, Laertes:

Give thy thoughts no tongue
Nor any unproportion'd thought his act.
Be thou familiar, but by no means vulgar.
Give every man thy ear, but few thy voice.
Take each man's censure, but reserve thy judgment.

Costly thy habit as thy purse can buy,
But not express'd in fancy; rich, not gaudy;
For the apparel oft proclaims the man.
Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all: To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

1616-1916

BY MIGNON BAKER

LIBRARIAN GIRLS' HIGH SCHOOL, RIVERSIDE

AN opportunity such as will rarely come to the high school librarian to urge her slogan of cooperation and coordination of high school departments is given this year through the Tercentenary of Shakespeare's death. To quote from the introduction to "The Shakespeare Tercentenary," issued by the Dra-

ma League (511 Eleventh street, N. W., Washington, D. C.): "The celebration in schools and colleges of the Tercentenary of Shakespeare's death in 1916 affords one of the best possible opportunities to vitalize and coordinate the work done in a group of interrelated subjects. This is the group involved in the highest and most inclusive form of art, the drama; and it comprises literature, music, art, the handicrafts, such as shop work and sewing and physical education."

The Drama League has developed fine suggestive material. If the librarian has been developing her Shakespeare collection she will have much at hand. Splendid material for a celebration and for the permanent Shakespeare collection will be found in the picture section of the Sunday *New York Times*. The material runs through ten numbers and will be furnished at five cents a number. The public library and the state library will be rich in helps.

There are various times when the Shakespeare program will be a happy suggestion and a very welcome change. Take the class day out of doors. Suggest to your principal, "A masque or frolic of the flowers, based on the flowers mentioned in Shakespeare's plays." The pamphlet, "Shakespeare's Garden and Wayside Flowers," in which every flower is sketched in color and the verses of the play given, may be had at Brentano's (Fifth Avenue and Twenty-fourth street, New York; 25 cents). Patterns for paper hats may be had at Dennison's, (Fifth Avenue and Twenty-sixth Street, New York), or may be made from the sketches.

For April first an English class may give, "The Merry Masque of All Fools," founded on the characters of fools in

Shakespeare's plays. Frederick Warde's "The Fools of Shakespeare," give a good classification of fools, discusses some of the characters at length and is good for costume. Other helps will be: Shakespeare's Fools, *Atlantic Monthly*, v. 106, pp. 90-100; Lamb's *Tales*; Hazlitt—*Characters of Shakespeare's Plays*. The Lamb Shakespeare for the Young, illustrated, with songs set to music (Duffield & Co., New York, 6 vols. \$1.50); Kimmins—*Guild of Play Books*, 4 vols., for folk dances, etc.; Neal—*The Esperance Morris books*, 2 vols., dances, etc.

"The Masque of All Fools" may well be transferred to April 23d. English teachers will gladly cooperate in such a production as this, as the masque will be written on the lines suggested by the Drama League in competitive class work. Classes will do research work that will give them a knowledge of Shakespeare not to be gained by ordinary class methods.

Other suggestions made by the Drama League are: A Shakespeare festival including a celebration of plough Monday by villagers and scenes from one of Shakespeare's plays; A shrovetide festival; The pageant wagon; An inn yard; Abbreviations of plays for an hour's performance.

Librarians having Victor or Columbia records will be able to arrange proper musical settings for folk dances for out of door performances.

The California High School Teachers' Association will hold its annual session at Berkeley, during the second week in July. Merton E. Hill, Principal of the Chaffey Union High School, Ontario, is President. Every effort is being made to make this one of the most important meetings in the history of the organization.

LANGUAGE TEACHING

BY EFFIE MCFADDEN

STATE NORMAL SCHOOL, SAN FRANCISCO

ORAL LANGUAGE

A most interesting test made by the Illinois Teachers' Association, tends to prove that classes having a large amount of oral work are better at the end of the term in point of view, in vigor, freedom, grammatical and rhetorical structure, and no worse in punctuation and spelling than those who have done largely written composition.

It cannot be left to the ordinary recitation to supply this oral work. At the best an oral recitation consists of questions and answers, with little possibility of many well constructed sentences. A special time should be set aside for oral expression in which the child will be furnished with something to say that he wishes to say and the proper words with which to say it.

One of the best mediums for this in the primary grades is dramatization. At first those children who have a natural talent for acting will volunteer to take part. Experience shows that if children are left to themselves and not forced, that the time soon comes when even the slowest pupil demands his turn to star. Spontaneity should not be interfered with by correcting errors at the time they are made, but a list of such mistakes should be kept by each child and corrective exercises be applied, not to the class, but to the individual who makes the error. To give him further practice in the use of the special form in which he is prone to err, stories especially selected, will be read by the child and reproduced as a test of his efficiency. The main point is that the child should recognize the error

he makes and be led, not forced, into the frame of mind that makes him willing to center his attention on its correction.

WRITTEN LANGUAGE

Recent tests that have been made, prove conclusively that proficiency in oral composition carries over into written work. For some time the reading records of some 400 children have been kept. Without exception, the poor spellers are those who will read little and are slow and inefficient in their silent reading. Nearly every child for whom the mechanical use of the pen is very difficult, is also poor in written composition. The records of children who have worked individually, show that they have already acquired probably from their reading, many of the formal facts of language that we spend time teaching them. This means that many children can skip exercises in the text, thus preventing waste of energy and soul, that comes from trying to center the attention upon learning the thing one already knows. The testing of individuals is quite as productive as the testing of a whole school system.

In the same way, some children are natural spellers. It is quite probable that they acquire this ability through reading. The Ayer spelling list has been found very useful in detecting such spellers. When detected, they may be excused from spelling for a term or so, then given another test from the Ayer list and again excused if they prove their ability. No child should waste time spelling words he already can spell.

In the primary grades, much of the time should be spent on oral work, con-

structing the best possible sentences, selecting appropriate descriptive words and phrases, organizing the material and otherwise preparing orally for the written form. To connect composition with life—to give a motive for it, is difficult. A journal in script to which each child makes some contribution, provides the motive for writing for others to read. Any school may do this. The journal may be taken home by each pupil in turn. Children may also write to the teacher, any request that they wish to make. Some have obtained good results through corresponding with other schools. On the whole, this does not furnish the amount or variety necessary for the grammar grades and will be found beyond the ability of most primary grades. Reproduction of stories, of experiences, both their own and those they know about, and writing letters about every day events, will form the basis of the work.

Some Phases of Boys and Girls' Clubs

BY L. B. STEVENS, REEDLEY

OUR present work with clubs is simply a part of the general supervisory scheme known as the "Reedley plan," put into its present capital status by H. N. Caldwell. We carry supervision, domestic science, music, manual training to each of the thirteen elementary districts, forming a part of our Union High School district, except in manual training, we don't carry it to them; they come in and get it. Agriculture in the form of boys' and girls' clubs, is the last addition of duties assumed by the supervisors.

We offer a prize to each pupil in each school. No one school or room should receive a monopoly of prizes. We offer certificates of award for the best product, in each line for the larger contests for

each school, and a blue ribbon for pupils doing really meritorious work. We submit six bases of competition: potatoes, chrysanthemums, chickens, pigs, loaf of bread, canned goods. Each pupil may make two entries.

It is worthy of note in this connection that during the three years of 1910 to 1913, the corn crop of one Southern state rose from an average yield of 17 bushels per acre, to 50 bushels. Another state doubled its yield, and all of the eleven southern states made a marked increase. Similar to the boys' clubs, are the farm boys' institutes, which have been organized in several states. They are entirely separate and distinct from the more commonly known, Farmers' Institutes. Their sole purpose is to teach young people to farm, because of the failure of the schools to teach agriculture in a practical way.

Many educators heartily endorse the boys and girls' clubs, and advise giving school credit for a definite amount of work done in a creditable manner, and according to a definite plan. This practice could be extended with much profit.

Proposed College Entrance Requirements in Mathematics

HENRY W. STAGER, CHAIRMAN COMMITTEE
FRESNO JUNIOR COLLEGE

THE plan in detail follows:

1. ELEMENTARY MATHEMATICS, 2 credits (two full years' work).

The fundamental operations of algebra, including the laws of exponents for positive and negative integers, synthetic division, the various methods of factoring, with applications, simultaneous equations of the first degree with problems involving their solution, simple quadratic

equations (solution by factoring especially), linear functions. An important aim in this requirement should be to acquaint the pupil with the notion of functionality, mainly through the early and continuous use of graphical methods.

The usual theorems and constructions of elementary plane geometry, with the simple trigonometric ratios and their applications in connection with the treatment of similar triangles, the different methods for determining π . The solution of original exercises, including problems in loci and applications to mensuration, should be emphasized.

The topics of this requirement may be given in succession, or in a correlated course, at the option of the teacher.

II. ADVANCED MATHEMATICS, Part 1, 1 credit (one full year's work).

Supplementary studies in plane geometry, including topics in Modern Geometry, and the fundamental propositions of solid and spherical geometry. The ability to apply geometry to practical problems is important in this requirement.

The development of the general formulae of plane trigonometry, with applications to the solution of triangles and the measurement of heights and dis-

tances; also the fundamental formulae of spherical trigonometry, with applications.*

Practice in computation with logarithmic tables.

III. ADVANCED MATHEMATICS, Part 2, 1 credit (one full year's work).

Determinants of the second and third order; synthetic division; remainder and factor theorems; quadratic equations, both single and simultaneous (both graphical and algebraic treatment); theory of exponents; radicals; ratio and proportion; variation; arithmetic and geometric progressions; elementary theory of logarithms, with practice in computation; complex quantities; theory of quadratic equations; the binomial theorem for positive integral exponents.

The fundamental methods of plane analytic geometry. The straight line and circle, and the simpler properties of the conic sections. Problems in loci. The graphical solution of equations.

The topics of this requirement may be given in succession, or in a correlated course, at the option of the teacher.

This requirement should be given in the fourth year.

*This topic is optional with the teacher, to be treated, if time permits.

EXAMINATIONS.

(The Yale Record gives a list of examination questions in each subject that students would like to take and another list of questions that students get. We suggest the following as a test in U. S. History that we should welcome, and, as well, the type of examination we have handed to us. Teachers are advised to "try these" on the children.—Editor.)

The Kind We Are Looking For.

Note: Perfect score 100 points. Answer three.

- (1) Who discovered America? When?
- (2) What President of the United States organized the Rough Riders?
- (3) Name three states of the Union and three of the largest cities.
- (4) Give one cause of the Revolutionary War. Who won?
- (5) Name five men who have figured prominently in our country's history?

The Kind They Hand Us.

- (1) Who was candidate for Vice President on the Republican ticket at the last presidential election?
- (2) What was the total vote cast for Mayor Doolittle of Kalamazoo in 1890?
- (3) Name the members of Andrew Jackson's cabinet. Why?
- (4) Name the states in order of admission to the Union, giving date in each case. Justify your answer.
- (5) Repeat the Declaration of Independence, Gettysburg address, Webster's reply to Hayne, and make a chart showing the development of the political parties and indicate the party to which each president belonged.

REPORT OF MEETING, STATE BOARD OF EDUCATION

BY C. S. PIXLEY

THE following resolution, governing accreditations, was adopted:

Resolved, that hereafter, it shall be the policy of this Board to make annual revision, at the March meeting, of the list of accredited normal schools and kindergarten training schools, the effect of which annual revision shall be to advance the dates of accreditation so that diplomas showing graduation earlier than ten years prior to the beginning of the current school year shall not be recognized as bases for certification. All pending applications for the accrediting of normal training schools were denied. The kindergarten training school of Pratt Institute, Brooklyn, N. Y., was accredited.

Recommendations for the health and development certificate were granted to Dr. Don P. Flagg, Los Angeles, Dr. Helena A. Hunt, San Francisco, Dr. M. S. Kenniher, Santa Ynez, and Dr. Margaret Wythe, Oakland.

State High School Credentials were granted unconditionally to 26 teachers and conditionally to 27 teachers.

The Board declared that hereafter it would maintain as a standard for Life Diplomas in special subjects, training and experience equivalent to that established for granting the State Board Credential in special subjects.

All credentials in special subjects held by individuals who had not had opportunity to secure a year's experience in teaching, were extended one year. The list of schools authorized to recommend candidates for special certification was extended to include the State Normal

School at San Diego and the following institutions of other states:

Teachers' College and Columbia University, New York City.

University of Wisconsin, Madison, Wis.

Colorado Teachers' College, Greeley, Colo.

Ohio University, Athens, Ohio.

University of North Dakota, Grand Forks, N. D.

University of Washington, Seattle, Wash.

Iowa State College, Ames, Iowa.

University of Oklahoma, Norman, Okla.

Simmons College, Boston, Mass.

Stout Institute, Menominee, Wis.

Pratt Institute, Brooklyn, N. Y.

Bradley Polytechnic Institute, Peoria, Ill.

Oregon State Agricultural College, Corvallis, Oregon.

The retirement salaries of four annuitants were increased by adding one year to the record of each, by application of the new rule permitting the counting of time of calendar years under certain conditions.

Retirement salaries of \$500 per annum were granted to the following persons: Francis E. Adamson, Kate E. Conger, Clara M. Diehl, Frances E. Fobes, Arthur Wm. Glover, Maud M. Green, Miss Ella C. Harrison, Kate McDonnell Hyde, Ida J. Johnson, Ella A. Lee, Adelia E. Madden, Katherine Mandeville, Margaret Meehan, Francis M. Strang and Mrs. Mary F. Taylor.

Retirement salaries were granted under Section 14 of the law to the follow-

ing applicants: Madeline Booth, \$400; J. S. Curryer, \$450; Ada A. Elder, \$250; Mrs. Alma M. Goerecke, \$333.33; John A. Herrod, \$416.66; Amelia N. Ingersoll, \$366.66; Mrs. Margaret Long, \$466.66; Mrs. Mary K. Meeker, \$300; Mrs. Mary H. Pulsifer, \$300; Minnie Wenck, \$350; B. F. Young, \$450.

The payment of retirement salaries on April 1st, amounting to \$38,754.17, was authorized.

Miss Mary B. Porter was declared eligible to the benefits of the retirement salary law, under the provision including educational administrators.

The Board voted to adopt the Holton-Curry Third Reader, paying a flat price of \$975 for resetting the type, in order to change the shape of the page, the adoption to be at the royalty price of 5¾c per copy for use of the copyright without plates. The Board also adopted the Progressive Road to Reading, Books Four and Five, at royalties of 8½ and 9½ cents. The books as adopted to contain more material and illustrations than the present edition.

The Board ordered the printing of 10,000 copies of the Teachers' Manual for the Primer, First, Second and Third Readers.

The Board purchased the right to use the California history manuscript submitted by P. F. Valentine, the same to be included in the new introductory history as a supplement, and that 25,000 copies of the same history be printed as a pamphlet.

It was agreed that the annual meeting provided for in Section 1518a of the Political Code be held in Los Angeles during the week of April 10th.

It was agreed that the next quarterly meeting be held during the week of June 19th.

THE EDUCATED FOOL

BY EFFIE M. CLARKE, RIVERSIDE, CAL.

The educated fool is one who is inclined to bray when he ought to pray.

If he is reprov'd suggestively or tactfully "for making so much noise, he does not recognize himself as the culprit, but adjusts his lorgnette to see if he can determine who of his acquaintances was designated. If he is rebuked openly, he still fails to observe his own demerits, but blames the universe as a squiddish place with an over-used ink sac. His argumentations are like sand storms, the air is full of stinging grit which blurs the vision. The truth is something he fears, lest his dear dogmas and pompous platitudes be jolted. If he ever flints up a spark of community feeling, it flickers out immediately unless he is made the topnotch and only surviving dictator.

In case he has appropriated an A. B., he demands from the world special consideration. Should the crude humorist call him an Absolute Bluffer instead, he still continues to present his claims unswervingly. Provided he has seized an A. M., he requires homage as his normal due. Should he be classified as an Arrogant Makeshift instead, he contemplates the dignity of his title and renews, unflinchingly, his self-assertiveness. If, perchance, he has smuggled a Ph. D. into his possessions, he asks nothing of humanity but the privilege of offering, gratuitously, his patronage. Should he be proclaimed a Philosophical Diddler in return for his magnanimity, he hurls forth his scholastic theories, to help vindicate his own cause.

Himself he cannot see; himself he cannot know; himself he cannot flee; himself a fool?—Ah no!

TEACHERS' REGISTRATION BUREAU

Mr. Arthur H. Chamberlain;

IN response to your request in the December number for suggestions as to ways and means of conducting a state registration bureau for teachers, I give herewith some of the experiences of the Commercial division of the California Teachers' Association, Southern Section.

Our registration list is in the hands of the president of our association.

Commercial teachers desiring positions in Southern California are requested to fill in the following card, which is kept on file with the president:

Minimum salary I will accept, \$.....a year

REFERENCES

Name

Address

Name

Address

Name

Address

NOTE: Fill out and mail to Chas. L. Lewis, President Southern California Commercial Teachers' Association, Pasadena High School, Pasadena, Cal.

If you do not care to use this card, give it to someone who does, or file for future use.

EMPLOYMENT INFORMATION BUREAU

Southern California Commercial Teachers' Association

Chas. L. Lewis, Pres., Pasadena High School, Pasadena, Cal.

Name

Address

Phone No.Age.....Height.....Weight.....

Married or Single.....State of Health.....

Church Membership

Subjects I can teach.....

.....

My Specialty

Attended what Schools.....

Graduate of what Schools.....

Years office of business experience.....

Where

Years Teaching experience.....Where.....

.....

Our association has a membership of over a hundred. These teachers are requested to report vacancies to the president immediately on hearing of them.

The president then submits to the proper authorities an abstract of all the registration cards then on file, putting them in direct communication with candidates. We keep on hand no credentials and make no recommendations—simply bring together teacher and school.

Sometimes we get a request from a high school principal or a city superintendent for a teacher possessing certain specific qualifications. In that case we look through the file and notify only such teachers as are possessed of the requisite qualifications.

So the teachers are put in direct communication with the employing authorities, submit their own credentials and make their own contracts. Candidates with cards on file are supposed to notify the president when employed.

The cards of employed candidates are taken out of the live file and put away for future reference.

There is no registration fee. Any member of the Association may register. Annual dues in the Association are but 25 cents. This creates a fund adequate to meet all expenses for postage, stationery and telegrams. Letters are dictated to pupils in the Commercial Department where the president happens to be teaching, so there is no expense for letter-writing, and, incidentally, pupils training for stenography get some good practice on real letters.

Of course this is only the experience of one small division of one section of the great California Teachers' Association, but I hope that it may help to start thought.

CHAS L. LEWIS, President.
High School, Pasadena.

CALIFORNIA TEACHERS' ASSOCIATION: CENTRAL SECTION MEETING

WITH a joint institute of Fresno, Kings and Tulare Counties, and with various members in attendance from other counties in the San Joaquin Valley, the meeting of the C. T. A. Central Section at Fresno, March 14-17, inclusive, was one of the best ever held. Secretary D. W. Lindsay and President Craig Cunningham, together with the officers and members of the Executive Committee, prepared a program contributed to by Dr. George F. James, of the University of Nevada, Commissioners Margaret Schallenberger-McNaught, Will C. Wood and E. R. Snyder, Dr. Richard G. Boone and Prof. C. E. Rugh of the University of California, Dr. D. F. Fox of Pasadena, Miss Effie McFadden, San Francisco Normal School, Miss Frances Wright, Los Angeles Normal School, Prof. L. W. Bartlett of Pomona, Mrs. L. W. Robbins and W. A. Tenney, Oakland, Dr. Arthur Schultze, New York City, Mark Keppel, Los Angeles, and many men and women representing the schools of the various cities and counties.

In addition to the General Sessions held in the White Theater, one of the best meeting places in the state, there were Department Meetings on Administration, Agriculture, Commercial, English, Grammar Grade, Grammar School Principals, High School, History, Home Economics, Industrial Art, Music, Primary Grade, Rural School, Mathematics and Science, Vocational Guidance. Throughout the meetings, both at the section meeting and the General Sessions, the music furnished was of a high quality. A. G. Wahlberg, of Fresno, C. R. Chaney of Clovis, L. W. Harvey of Ma-

dera, contributed in no small degree to the success of the meetings. The work of the Madera High School Chorus, under Mr. Harvey, was a feature of the convention, and drew continued applause from the immense audience.

Dr. James was, before coming to the University of Nevada as Head of the Department of Education, the Director of the School of Education at the University of Minnesota, and previous to this, was at the Los Angeles State Normal School. Dr. James' work was scholarly and practical in the highest degree.

The membership in the Central Body will more than double on account of this meeting owing to the excellence of the program, the strong work done by Mr. Lindsay and his associates, and to the fact that for the first time in the history of the organization, the program of any section meeting was prepared and published in the Sierra Educational News ahead of the meeting. A copy of the News was placed in the hands of every teacher in the Central Section, whether or not a member of the Association.

Superintendent J. E. Meadows, of Kings County, was elected President, and E. W. Lindsay was re-elected Secretary. Other officers elected were:

President	J. E. Meadows, Hanford
Vice President	Mrs. Edna L. Adams, Fresno
Vice President	J. A. McGuffin, Fresno
Vice President	F. E. Bacon, Modesto
Secretary	E. W. Lindsay, Fresno
Treasurer	A. M. Simons, Visalia

Members of State Council.

C. J. Bingham	Tulare
F. M. Lane	Fresno
J. Harl Tener	Sanger
F. H. Boren	Lindsay
M. M. Whiting	Madera

**RESOLUTIONS ADOPTED BY THE C. T. A.,
CENTRAL SECTION.**

Appreciation was expressed to the merchants for entertainment provided, to Superintendent Lindsay and his co-workers and to those who furnished music.

Resolved, That the C. T. A., Central Section, places itself on record as favoring conditions of better tenure for principals and teachers in California; and, in furtherance of such conditions of better tenure, earnestly recommends to the legislative committee of the California Council of Education, and to the members of the state legislature at its next session, favorable consideration of the provisions of the Sissons Bill, introduced at the last session of the legislature which permits governing bodies of all high schools and grammar school districts of California to elect for terms of four years, such principals and teachers has have, during a probationary term of at least one year, demonstrated to such boards their worthiness of such longer tenure.

Resolved, That the State Board of Education and the Council of Education be requested to initiate some definite policy for the betterment of rural education through the existing Civic Center Law, and, in order that conditions in rural communities be better understood and improved, be it further

Resolved, That one or more rural problems, with suggested solutions, be outlined and published in a bulletin by the State Board of Education, said bulletin to be distributed throughout the State as an incentive to effective work.

Whereas, There is nearly \$100,000,000 in the Federal Postal Savings Fund which is being loaned at 2½%, for which loans school bonds are accepted security, but only from banking institutions; and,

Whereas, The development of the 30,000,000 children of school age should be the paramount issue in this nation; and,

Whereas, Whatever strengthens the public school, benefits every child, therefore, be it

Resolved, That we favor such an amendment to the Postal Savings Law as will enable school district trustees to take the

bonds of their district, go to the Federal Government direct, and borrow the money thereon without the intervention of any person or institution.

Resolved, That we commend the action of Secretary Lindsay and the officers of the Association in cooperating with the Council of Education in printing the complete program in advance of the meeting in the Sierra Educational News; and,

Resolved, further, That the liberal support given advertisers by our members is fully appreciated.

Resolved, That the C. T. A., Central Section, appreciates the successful efforts of the California Council of Education, the Legislative Committee, the State Board of Education and other active forces in securing desirable and needed legislation at the recent session of the Legislature; be it further

Resolved, That this section stand with others in the State in cooperating with the central body, and the official organ, the Sierra Educational News, looking toward further legislative progress in such matters as Rural School Supervision, Vocational Education, Codification of School Law, Text Books, School Attendance, Morals and Manners, Visual Instruction, and other matters upon which committees of the Council are at work.

EXAMINATION-PAPER GEMS.

The Woman's Home Companion quotes the following nuggets of knowledge gathered by a school teacher from the pupils' examination papers:

Queen Eelizabeth had no husband and died a natural death.

The heart and lungs are situated in the borax.

Infantry is a place where they keep infants.

A vampire is a man that settles baseball games.

An island is a lot of water with some land in the center of it.

A glossary is a place where they polish things.

Ink is obtained from the Red and Black sea.

A fort is a place where soldiers stay; a fortress is a place where soldiers' wives stay, and a fortitude is a place where they both stay.

BAY SECTION PROGRAM

BY A. J. CLOUD, PRESIDENT

THE annual session of the C. T. A. Bay Section, will convene in San Francisco from Monday, April 17, to Thursday, April 20. Alfred Roncovieri and James B. Davidson, Superintendents of Schools, respectively, of San Francisco and Marin counties, have called their Teachers' Institutes to meet with the Bay Section in order to take advantage of the exceptionally strong program which has been prepared.

The main speakers on Monday morning will be Hon. P. P. Claxton, U. S. Commissioner of Education, and Mr. Henry Kendall Bassett, formerly of the University of Wisconsin; on Thursday morning, Mary Antin, author of "The Promised Land," and Dr. Benjamin Ide Wheeler, President of the University of California; on Thursday afternoon, John Kendrick Bangs, distinguished author, editor and lecturer. Thus there will be not one dull moment from start to finish. The session will open with a bang on Monday morning and will close with Bangs on Thursday afternoon.

Commissioner Claxton will have a stirring and eloquent message for all teachers on the spirit of the teaching profession. He will also speak before the Music Section on Monday afternoon on the Educational Value of Music. He has not heretofore visited California at a time when he could address the Association.

Professor Bassett has achieved a high reputation for his work as Assistant Director of Congresses, P. P. I. E., as well as in the Extension Service of the University of Wisconsin over a period of eight years, and in the Summer Sessions

of the University of California, 1914 and 1915. Mr. Bassett's rendition of beautiful Folk Tales is so rare and finished a production that the opening place on the program has been allotted to it.

The demand by teachers that Mary Antin, the famous author of "The Promised Land," be heard again has been irresistible, and, hence, she has been engaged to deliver her patriotically thrilling and educationally vital lecture before the Association.

Dr. Benjamin Ide Wheeler will draw from the deep wells of experience lessons of incalculable worth to teachers and laymen alike.

John Kendrick Bangs has been given exclusive rights to the program on the last afternoon of the session. His humor is seasoned throughout with deep reflections on life. Those who heard him last year will not miss the opportunity to enjoy him once more.

The program of the Elementary Department, which is placed on the afternoon of Monday, April 17, is noteworthy. Mr. E. Morris Cox, as a leader of progressive educational movements, will tell of the protection of teachers' interests by the state-wide organization during the year. Miss Agnes G. Regan, of the San Francisco Board of Education, and one of the strongest school women in California, will treat of lines of improvement in the grades. Professor A. A. Macurda, of the State Normal School, Los Angeles, will draw helpful instructions from the career of Milton. The illustrated lecture on Astronomy by Dr. W. W. Campbell, Director of Lick Observatory, will be one of the most attractive features of the entire session.

The High School Department will of great interest and abiding value.

hold its meeting on Monday afternoon, April 17. Dr. Ray Lyman Wilbur, President of Stanford University, will bring the highest ideals and freshest conceptions of education to the treatment of his theme. Professor W. W. Kemp, of the Department of Education, University of California, and Commissioner Will C. Wood may be relied upon for a vigorous analysis of conditions both as they are and should be in the high school. The debate on the Cadet System in High Schools should be heard by every teacher. There is no topic which has wider significance at the present moment.

Reference to the accompanying Schedule of Meetings will indicate the large number of Section Meetings with dates. Each one has much to offer that will be

The General Sessions will be held at Pavilion Hall, corner Sutter and Pierce streets, San Francisco. This hall is readily accessible, is well ventilated and lighted, and is thoroughly satisfactory in acoustic properties. Department and Section meetings will be held at the Civic Auditorium and in school auditoriums.

The various Railroad Companies have agreed to grant one and one-third lowest one way first class fare for the round trip on the *reccipt certificate plan*.

All in all, this approaching annual session of the C. T. A. Bay Section promises to be one of the most successful in years. Every endeavor will be made to make it of permanent worth to the members and to teachers in general.

SCHEDULE OF MEETINGS, C. T. A., BAY SECTION, 1916

Monday, April 17	Tuesday, April 18	Wednesday, April 19	Thursday, April 20
A. M.	A. M.	A. M.	A. M.
General Session	Advisory Council California Federation of School Women's Clubs. Business and Commercial Section German Section Physics and Chemistry Section Excursions	Fine Arts Section History Section Home Economics Section Kindergarten Section Manual Arts Section Nature Study and Agriculture Section Romanic Language Section (French-Italian) Vocational Guidance Section	General Session
P. M.	P. M.	P. M.	P. M.
Elementary Department High School Department Marin Co. Institute Music Section Music Supervisor's Conference	Balloting Marin Co. Institute Classical Section Geography Section Excursion	Association Applied Arts & Sciences English Section Library Section Mathematics Section Peace Section Physical Education and Recreation Section Romanic Language Section (Spanish)	General Session Business Meeting Adjournment
Eve.	Eve	Eve.	Eve.
Schoolmasters' Club Banquet	San Jose Normal Men's Club Banquet	Shakespearean Production by Polytechnic High School Students	

Our Book Shelf

HISTORICAL INTRODUCTION TO MATHEMATICAL LITERATURE. By G. A. Miller, *Professor of Mathematics, University of Illinois. The MacMillan Company, 1916. xiii—302 pages.*

A book that will be of interest to teachers of mathematics, whether they may care to use it in their classes or not, is Professor Miller's *Historical Introduction to Mathematical Literature*. The author has had many years of successful experience both as a teacher and as an investigator, and the book, while written in popular style, contains much that the average teacher may have difficulty in finding elsewhere.

One of the aims of the book is to put the reader in touch with modern methods and modern developments in mathematics. "There are those," says the author, "who could give the names of a dozen Greek mathematicians, but could not name half that number of eminent living European mathematicians." In particular, the history of mathematics in America is fully set forth.

It is perhaps inevitable that in a work of this character many things should be touched upon which will mean little or nothing to anyone but the mathematical specialist; nevertheless, in Professor Miller's book there is food for thought for the teacher in the graded school as well as for the university professor.

D. N. LEHMER,

Associate Professor of Mathematics, University of California.

ESPINOSA AND ALLEN'S ELEMENTARY SPANISH GRAMMAR. By Professors *Espinosa and Allen of Stanford University. American Book Co. Price \$1.24.*

I have thoroughly examined *Espinosa and Allen's Elementary Spanish Grammar* and have been trying out the text as supplementary work in my Spanish classes in the San Francisco Polytechnic High School. It is the best arranged and most practical grammar and "method" book that I have ever seen. The conversation and composition exercises have been selected with care; not too much. The book is not padded but gives the student just what he needs in the best possible form for him to appropriate it.

JAMES READE WATSON,

Polytechnic High School, San Francisco.

BEING WELL BORN. By M. F. Guyer, *Professor of Zoology, University of Wisconsin. Childhood and Youth Series, Edited by M. V. O'Shea. Bobbs Merrill Company. Price \$1.00.*

This is the most readable and satisfactory popular treatment of eugenics the reviewer has seen. The book is planned for the average intelligent person and presupposes little technical knowledge of the mechanism of heredity. To write such a book is no easy matter, but the author has succeeded in making every page interesting and intelligible without doing violence to the facts of science.

The book treats the following subjects:

Heredity; the bearers of the heritage; mendelism; mendelism in man; inheritance of acquired traits; prenatal influence; responsibility for conduct; mental and nervous defects; crime and delinquency; and race betterment through heredity.

The author's treatment is not only interesting and intelligible, but also sane and reserved. The social problems of mental deficiency, crime, insanity, alcoholism and venereal diseases are handled in a masterly and straightforward manner. The book cannot be too strongly recommended.

LEWIS M. Terman.

THE STORY OF THE MAP OF EUROPE, *a new volume in the Lake History Series.* By L. P. Benezet, Supt. of Schools, La Crosse, Wisconsin. Scott Foresman & Company, New York. Cloth, pp. 277, price 60c.

This little book was written in answer to the query "Why the great war?" It answers this question more fully, more impartially, and more reasonably than any work we have seen on this subject. The author, not satisfied with any of the explanations put forward by the conflicting nations, has unearthed the real causes of present conditions in Europe and set them forth in terms which may be easily understood by even the most immature student. The style is clear and interesting, making the study of the book as fascinating as the reading of a romance. The author has treated the various races impartially, has been so "neutral" as not to offend even the most radical partisan, but has brought a strong indictment against the elements, in our civilization, which are responsible for war. A novel feature of the work is the map of Europe "as it should be." In this map and the accompanying text, the author shows a logical and natural division of Europe along racial lines. The book is replete with illustrations and colored maps, gives the pronounciation of many perplexing words and names and is excellently adapted to use in classes in history or current events.

JOSEPH ALLAN BEEK.

THE SAN DIEGO GARDEN FAIR. By Eugen Neuhaus, Assistant Professor of Decorative Design, University of California, Author of the *Art of the Exposition and the Galleries of the Exposition*. Paul Elder and Company, pp. 80, price boards \$1.50, buckram \$1.75.

This beautiful book is a companion volume to the one concerning the San Francisco Exposition published last year. The typographical makeup of the book is above reproach. There are many full page photographs in brown, showing the various buildings, detail of decoration, bits of statuary, and the like. The descriptions by Mr. Neuhaus are vivid and most interesting. Those who have visited the Exposition at San Diego will be delighted to have this volume, and those who have not been so fortunate as to see the Exposition in this Southern City, will do well to procure this volume before going.

A COMMUNITY ARITHMETIC. By Brenelle Hunt, Principal Training School Department, State Normal School, Bridgewater, Mass. American Book Company, pp. 277, price 60c.

There is much need of an arithmetic that shows clearly the application of problems to actual life conditions. Such a book is the one in question. Moreover the problems involved are those that bring out clearly the idea of economy or Thrift, which at this time is claiming so much attention in our school work. This book, placed in the hands of upper grade or junior high school students, will give first hand, knowledge of business and commercial relations, and at the same time, furnish information as to the community needs and industrial processes.

Through the study of this book, the girl will see how she may save money by proper buying, and through systematic household accounts. The boy is made to see the relation of proper expenditure to his everyday experiences, and the application of arithmetical processes in the work of the office, shop, factory or farm. The value of the savings bank and postal and savings system are clearly shown.

Publications

The Year Book for 1915-1916 of the California Congress of Mothers, which is a branch of the National Congress of Mothers and Parent-Teacher Associations, has reached our desk. This is a most attractive bulletin of 95 pages, giving the list of officers, the aims and purposes of the organization, the Constitution and By-Laws of the California Congress of Mothers, together with the discussions of the various departments of the organization, such as membership, extension, finance, home, kindergarten, child labor, and the like. There are selected lists of books for reference in the various lines, and a complete directory of district clubs.



A Directory of High and Normal Schools of the State for the school year 1915-1916, has been issued by the State Board of Education, under direction of Commissioner of Secondary Schools, Will C. Wood. This directory-bulletin gives in alphabetical order the high school districts of the state and under each head, a complete list of faculty members in the school, together with the subjects taught, the certification of the teacher, whether such certification is special or temporary. The enrollment in each school is also given. A complete alphabetical index of high school teachers is included at the back of the book. Of great use will be found the faculty lists of the Normal School, California Polytechnic School, the various intermediate schools of the state, and the lists of clerks of high school boards. The Commissioner has done a real service, in compiling this volume of 134 pages. It is an excellent piece of work. In most instances, the addresses are given.



Citizenship Syllabus; A Course of Study and Syllabus in Civic Training and Naturalization for Adult Immigrants in the Evening Schools, a 48-page pamphlet published by the New York State Department of Education and prepared by the Research Department of the Committee for Immigrants in America. Copies may be had free to Public School authorities by writing the National Americanization Committee, Astor Court Building, New York City. The attempt is made successfully to standardize the method by which aliens are prepared for citizenship, and shows how civic instruction may have practical application in the immigrants' daily life. There is contained in the pages of the pamphlet much information of value to those who are looking toward citizenship in this country, and the matter is so considered as to interest as well as instruct. The section of the book devoted to Suggestions to Teachers on Civic and Naturalization Training, is of particular value.



A Digest of State Laws Relating to Public Education, in force January 1, 1915, and compiled by William R. Hood and others, is issued as a bulletin of the U. S. Bureau of Education. Almost 1,000 pages are devoted to laws in every state, and touching such important matters as tenure, teachers' salaries and pensions, educational associations, certification, school funds and taxation, child labor, fraternities, free text books, uniformity of texts, special types of schools, such as evening schools, kindergartens, school extension, high school inspection, Teachers' College and Normal Schools. The subject matter of instruction is given full consideration, through laws relating to music, drawing, agriculture, modern languages, physical education and the like. As a handbook for the student of education, the superintendent of schools, or the teacher in the elementary or high school, who wishes to keep abreast of the movements as indicated through legislative enactment, this bulletin will serve a distinct purpose.

News Notes and Comment

State and National

IN THE BULLETIN, ENTITLED "ACCREDITED SECONDARY SCHOOLS IN THE UNITED STATES," issued by the U. S. Bureau of Education, there are 197 California high schools listed as accredited. In addition to this, there are a number of private secondary schools.

FORTY YEARS AGO. "Mrs. Parker, who was dismissed from the public schools some time ago because she demanded the same pay that was received by male teachers of the same grades, has been given an appointment in the San Francisco School Department."—From the Los Angeles Express, January 15, 1876.

THE CITIZENS' EDUCATIONAL LEAGUE is an organization pledged to assist the Board of Education, superintendents and teachers of the schools of San Francisco in promoting the welfare of the Public Schools. This the League expects to do by securing funds for buildings and equipments, developing public sentiment, securing cooperation between parents and school, and in endorsing the movement to secure for the city a survey of its schools at the hands of the United States Bureau of Education.

DR. DAVID STARR JORDAN has named 33 Cardinal Alumni as being among the greatest of Stanford's graduates. Eleven of these are now engaged in educational work, 6 are lawyers, 5 are engineers, 3 are journalists, 2 are bankers, 2 are philanthropists, while 1 each is engaged in chemistry, agriculture, publishing and geology.

FRESNO STATE NORMAL graduated on the evening of January 28th, a class of 15—14 women and one man. The address of the occasion was delivered by Hon. Arthur Arlett. There were appropriate exercises, and music by the Normal School Quartette, and at the close there was an informal reception held. This will be the last class to graduate from the old school, as the new building

is rapidly nearing completion, and is a model in its plan and projected equipment. President McLane and his faculty have worked steadily together for a number of years, and, as a result, the Fresno Normal School will be one of the finest in the country. On the same date, a class of 9 boys and 9 girls was graduated from the eighth grade of the Training School, the diplomas being presented by A. E. Balch, Assistant County Superintendent of Schools.

A NEW CHEMISTRY BUILDING to cost \$60,000 is to be erected at Throop College of Technology. The architects are Elmer Gray of Los Angeles, and Bertram G. Goodhue of New York City. Mr. Goodhue, who was the architect for the San Diego Exposition, will act in a consulting capacity. The building will be 140x154 feet, will have three floors, and will be of reinforced concrete and hollow tile construction. It will contain all the laboratories and classrooms of the Department of Chemistry, including the Research Laboratory of Dr. Arthur A. Noyes.

THE UNIVERSITY OF SOUTHERN CALIFORNIA is expecting extensive developments in the immediate future. A friend, whose name is withheld, has promised \$1,000,000. The terms of the offer are such that the University Board of Trustees believe it will be a comparatively easy matter to fulfill them.

THE COLORED PICTURES from the Young & Field Readers, recently published by Ginn & Company, which appear on pages 130 and 131 of this number, illustrate the wonderful advancement recently made in the art of making attractive school text books. These readers cost a little more than the old style readers with no color, but every child who is given a copy of one of these books feels as pleased as if he had been given a Christmas present. From the Mother Goose tales in the primer and first reader



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17623 Act II, Scene 5. Song: Under the Greenwood Tree. (Dr. Arne.) Raymond Dixon and Chorus
17717 Act II, Scene 7. Song: Blow Blow, Thou Winter Wind. (R. J. S. Stevens.)

Reinald Werrenrath and Chorus
17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.)

Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet

17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

64218 Act II, Scene 3. Song: Hark, Hark, the Lark (Schubert.) Eva

JULIUS CAESAR

35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline

16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck

17115 Act I, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

ROMEO AND JULIET

88362 Juliette's Waltz Song. Tetrizzini

88421 Lovely Angel. Farrar-Clement

70102 Fairest Sun Arise. Lambert Murphy

70234 Selection. Pryor's Band

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17845 The Butterfly.

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17846 Tidswell Professional Morris.

Kirkby Malzeard Sword Dance.

17847 Flambrorough Sword Dance.

May Poie Dance: Bluff King Hal.

17087 Minuet: Don Juan. (Mozart.)

17160 Country Dance: Pop Goes the

17086 Morris Dance. [Weasel.

17329 Ribbon Dance.

17328 Shepherd's Hey.

KING HENRY THE EIGHTH

16912 Act III, Scene 1. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

17602 Act IV, Scene 1. Song: Take, O Take Those Lips Away.

(Traditional.) Raymond Dixon

64252 Song: Take, O Take Those Lips Away. (Bennett.)

John McCormack

MERCHANT OF VENICE

17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck

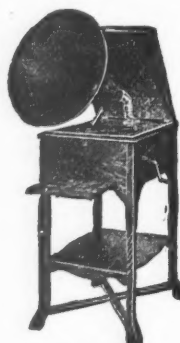
55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson)

Lucy Marsh and Reinald Werrenrath

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35270 Overture. (Nicolai.)

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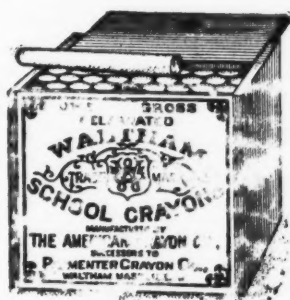


of the series on into the upper numbers, stories of great authors and wisely chosen selections of their work are presented, leading the child gradually from the charm of the simplest folk stories to the grandeur of the noblest literature.

THE ALHAMBRA DAILY ADVOCATE for February 29 contains an article by Charles Emory Barber, Superintendent of Schools of Alhambra, dealing with the advancement of education in Alhambra. This article is profusely illustrated and outlines very clearly and completely the educational progress in this thriving community.

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MR. J. A. CRANSTON, Superintendent of Schools of Santa Ana, feeling keenly the need of more concentrated effort on the part of teachers, has introduced a new plan in the schools of Santa Ana. The six grades below the intermediate school have been divided into two sections, the first three grades in the first section, and the remaining fourth, fifth and sixth

grades in the second section. The programs have been arranged so that each teacher instead of scattering her ability over from eight to ten subjects as heretofore, will be able to concentrate on one or two subjects. This plan will naturally lead to better teaching, for the teacher will be able to make a special study of her particular line of work, and the Supervisor will be able more easily to locate responsibility for satisfactory or unsatisfactory work. Mr. Cranston has been re-elected for a period of four years.

THE UNIVERSITY OF CALIFORNIA is to spend \$500,000 on new buildings. The Library Building will be completed, three new buildings will be erected for the Medical School, another unit is to be added to the Agricultural Group, a Chemical Laboratory Building is to be added to the present Chemistry Building, and other extensive improvements are to be made.

THE RAMONA CHRONICLE, issued by the pupils of the Eighth Grade Language Class, Ramona Grammar School, Hollywood, made its appearance March 1st of this year. It is a very creditable production, and contains everything that a school paper should have.

A GENEALOGICAL CHART of the Rulers of England and Scotland has recently been published by A. J. Nystrom & Com-

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THE STANDARD RURAL SCHOOL PLAN, as in force in Oregon, has been recommended for Tehama County by Superintendent Miss Mamie B. Lang.

THE SAN DIEGO STATE NORMAL School announces its summer quarter, beginning July 5 and ending September 29. The second term begins August 21. Enrollments limited to 400. Applicants



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will be enrolled in order, first, from the Normal School; second, from other California Normal Schools; third, California teachers; fourth, teachers from other states, and finally, special students. It is under authorization from the State Board of Education, that the continuous session plan is inaugurated in San Diego. Details may be had from the Registrar of the school. The courses are planned to meet the needs of teachers in all

grades of school work, and, in addition, a series of special lectures on important topics will be given. There are no tuition fees and laboratory and other fees are nominal.

LANTERN SLIDES, illustrative of work in lumbering, conservation and forest service, are in the possession of Mr. B. F. Sanford of Los Angeles, and are being furnished to teachers of the manual arts for work in their classes.

THE GREGG PUBLISHING COMPANY, notice of the removal of which was given in the last issue of the News, has had a phenomenal growth. On page 59 of the January number of the News, we said erroneously that "a total of 705 schools throughout the country are using Gregg Shorthand." What we should have said was that during the past year the adoption of the system throughout the country had reached the wonderful total of 705 schools. As a matter of fact, the total number of schools now using Gregg Shorthand is 3,808.

THE SECOND ANNUAL TRACK and Field Meet of the California Interscholastic Federation, Central Section, was held at Fresno on March 18. Sixteen schools participated.

THE SIERRA SUMMER SCHOOL, under the auspices of the State Normal School at Fresno, will hold its second session at Huntington Lake, beginning June 26, and continuing six weeks. The location is ideal, in the high Sierras, and reached by the San Joaquin and Eastern Railroad, about 70 miles from Fresno at an

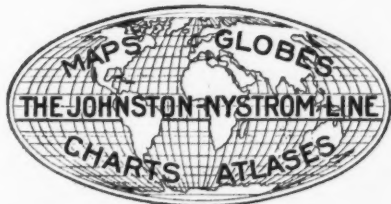
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Pitman's Commercial Correspondence in Spanish. 267 pp., \$1.00.

Manual of Spanish Commercial Correspondence. 360 pp., \$1.35.

Spanish Business Interviews. 96 pp., cloth, 50c. With Correspondence, etc., each forming a complete Commercial Transaction.

Used in the Commercial Evening School of San Francisco.

English-Spanish and Spanish-English Commercial Dictionary. Cloth, gilt, 660 pp., \$2.25. By G. R. Macdonald. A complete work of reference for students and teachers, and for those engaged in foreign correspondence, containing all the Words and Terms used in Commercial Correspondence which are not contained in the Dictionaries in ordinary use.

"This book can be recommended without qualification."—*The Business Journal*, New York.

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Spanish Commercial Reader. 170 pp., cloth, \$1.00.

"Contains many articles which are brief, but rich in facts, details, import and export figures, so arranged as to eliminate monotony . . . the best Spanish commercial reader."—*South American*, (New York.)

Taquiografia Espanola de Isaac Pitman. Being an Adaptation of Isaac Pitman's Shorthand to Spanish. Cloth, gilt, \$1.25.

Key to Same, \$1.00.

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elevation of 7,000 feet. Some five acres have been secured as a permanent site. There are ample accommodations in tents, cottages and cabins. Full credit will be given for all work satisfactorily done on the same basis as in regular sessions. Courses will be offered in Education, Art, Music, English, Manual Training, Mechanical Drawing, Domestic Science, Primary Methods, Reading, Story Telling, and "The Sierras," the latter constituting a study of mountain life and conditions. Write for information to Prof. W. B. Givens, Fresno Normal.

SUPERINTENDENT HORACE M. REBOK, of Santa Monica, who for nine years has been Superintendent of Schools of that city, has been re-elected for a period of four years. The Santa Monica Daily Outlook, in a recent issue, carries a report of the address of Mr. Rebok following his election. The Superintendent gives the teachers of the elementary and high schools warm praise for their work

and asks the cooperation of all citizens and taxpayers in helping to carry forward the work of the schools.

AMONG THE EXCELLENT EXHIBITS of school furnishings, equipments and books, made at the Central section, C. T. A., at Fresno, were those of the American Book Company, Ginn & Co., Scott Foresman & Co., Milton Bradley Company, Braun-Knecht-Heiman, Educational Publishing Company, Gregg Publishing Company.

MRS. FRANCES EFFINGER-RAYMOND, of the Gregg Publishing Company, has been invited to speak before the meeting of the Arizona State Teachers' Association at Tucson next month.

AMONG THE GRAND PRIZES awarded by the P. P. I. E. last year, was one to the Oakland Public Schools for their work in music. A gold medal was also awarded Mr. Glenn H. Woods, Director of Music. There were 32 official con-

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certs given by the seven organizations. In addition to the grand prize there were other gold medals and medals of honor, covering the work of the band, orchestra and chorus of the high school, the elementary school and of the community orchestra.

C. P. ZANER, OF ZANER & BLOSER CO., is visiting the Coast and lecturing and demonstrating on Penmanship before many teachers' meetings, particularly along the line of distinguishing features of the new California writing books.

LIQUOR IS NOT served at the Hotel Ramona. A high moral tone is maintained and teachers going there will have high class accommodations and courteous treatment. Headquarters N. E. A., 1915.

SUPERINTENDENT J. H. FRANCIS, of Los Angeles, has been elected Superintendent of the schools of Columbus, Ohio, according to telegraphic report received at the moment of going to press. The period of service is four years, the position carrying a salary of \$6,500. In accepting the position, Mr. Francis will, it is understood, begin work in his new field on the opening of the fall term. Mr. Francis has been connected with the schools of

Los Angeles for many years. He was the first principal of the old Commercial High School, and later became head of the Polytechnic High School, which for some years shared honors with the Los Angeles High School when these were the only two public institutions of Secondary Grade in the city. Mr. Francis succeeded Dr. E. C. Moore of Harvard, when, several years ago, the latter accepted a position at Yale University.

THE SAN DIEGO HIGH SCHOOL Manual for 1915-1916 has reached us. Aside from covering full outlines of courses given, the general make-up of the manual is exceedingly attractive. The full-page photographs and topographical work indicate that the "Russ" printshop at the San Diego High School can be classed among the best. When a high school printshop can turn out such a piece of work, it certainly has advanced beyond the amateur class.

EXHIBITORS OF SCHOOL FURNISHINGS, books, equipments, and the like at the recent meeting of the Department of Superintendence at Detroit included the firms of Henry Disston & Sons, Luther O. Draper Shade Co., Esterbrook Steel Pen

"ELDORADO!", said Miss Grace, "I have found it. It makes my work ever so much easier. If my sister teachers knew of how much comfort there is to be found in the use of the seventeen perfect gradings of

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Life poses of students at work on machines is intended to give a boy a clear understanding of the best modes of shop practice.

Floor plans of some of the most modern schools in the United States will be interesting to the teacher of Manual Training, on whom the duty of planning and equipping a school may fall.

If you haven't one of these catalogs it will be to your interest to let us send you one; and if you desire a few for class use we have a limited number for that purpose. Address

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HISTORY AND GEOGRAPHY teachers would do well to take advantage of the opportunity presented by A. J. Nystrom & Company to obtain one of their valuable and interesting books pertaining to the use of maps. See this company's ad in this number.

MINIMUM HEALTH REQUIREMENTS for the Rural Schools, is the title of a pamphlet prepared by Dr. Thomas D. Wood, and published by the Elizabeth McCormick Memorial Fund of Chicago.

PUBLIC, SOCIETY AND SCHOOL LIBRARIES, is the title of Bulletin No. 25,

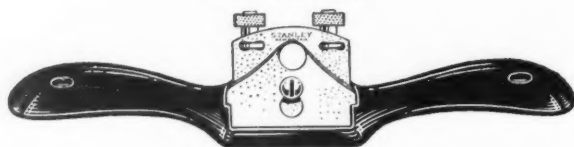
from the U. S. Bureau of Education. This statistical study will prove welcome to librarians and school people.

A SUMMER SCHOOL OF PHYSICAL EDUCATION, under the auspices of the Y. W. C. A., will be held at Los Angeles, July 17 to August 18.

AT THE SANTA BARBARA High School, students are to hold a Shakespearean Festival Week, beginning April 23. "As You Like It" will be presented by the students. The Forge, the publication of the Santa Barbara High School, contains in the senior number an announcement to this effect.

TEACHERS OF PHYSICS AND DOMESTIC SCIENCE will be supplied with the following books and charts free by writing the Singer Sewing Machine Company and mentioning the Sierra Educational News: Booklets—The Practical Teaching of Domestic Science, Vocational Training, The Manual of Family Machine, Mechanics of the Sewing Ma-

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chine. Wall Charts—Vibrating-Shuttle, Lockstitch, Single-thread, Elastic Chain-stitch, Vertical Oscillating Shuttle-Lockstitch, Vertical Rotary Hook Lockstitch, and Horizontal Oscillating Hook Lockstitch. Illustration of 4 types of lockstitch machines. See ad in this number of the News.

U. S. CIVIL SERVICE EXAMINATIONS for clerks at the Panama Canal, will be held in Leavenworth on April 12th. The commencement salary is \$1200, with rapid increase. The government provides transportation to and from the Canal and gives 30 days' vacation yearly. Readers wishing full advice regarding this position and examination, may obtain free sample examination questions from Franklin Institute, Rochester, N. Y.

THE EDUCATIONAL DIGEST, published at the State Normal School, Fresno, contains an excellent article by C. L. Phelps, on Some Fundamentals in Rural Elementary Education in Central California. Other splendid articles make this one of the best numbers of The Digest yet issued.

THE USE OF TOBACCO BY STUDENTS was the subject of an investigation by the Long Beach Polytechnic High School Faculty. Some interesting facts were brought out, showing among other things that over 50% of the boys who left school last year on account of failure and indifference were smokers, and that out of 69 graduates reported to have been smokers, not more than 12 had made college entrance credits sufficient to meet the requirements of the State

University. A very encouraging aspect of the situation has been the attitude taken by the boys themselves, showing that in the mind of the rank and file, the cigarette is discredited.

PRINCIPAL J. O. CROSS, Pasadena High School has recently been appointed an Associate Editor of "The School Review," published at the University of Chicago. There are a number of notable educators throughout the country associated with Mr. Cross on the Editorial Board. The School Review is one of our most important educational publications.

MR. L. W. BARTLETT, VOCATIONAL ADVISOR of the Pomona City Schools, has recently been conducting a class in Vocational Guidance for the parents in Pomona. This is something of a new departure, and no doubt will be very beneficial, in that it will familiarize the parents with the problems and aims of the Bureau of Vocational Guidance.

I H C Chart and Slide Lecture Circuits for next school year are being planned now. Join a permanent circuit and have our material sent you at regular intervals. This plan gives better service and greatly reduces express charges. Requests to join circuits should come in at once. Address **Educational Department**, International Harvester Company of New Jersey, (Inc.) Harvester Building, Chicago.

UNITED STATES GOVERNMENT CIVIL SERVICE EXAMINATIONS

All teachers both men and women should try the Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. H 231, Rochester, N. Y., for large descriptive book, showing the positions obtainable, and giving many sample examination questions, which will be sent free of charge.

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Bay Section Convention

San Francisco, April 17-20

TEACHERS residing in the Bay Section Counties are urged to attend the Bay Section Convention C. T. A., April 17-20, 1916. Superintendents Alfred Roncovieri and James B. Davidson, respectively, of San Francisco and Marin counties have arranged to have their Teachers Institutes meet with the Bay Section in order to take advantage of the exceptional and attractive program. Among the speakers will be:

HON. P. P. CLAXTON	AGNES G. REGAN
HENRY KENDALL BASSETT	A. A. MACURDA
DR. BENJAMIN IDE WHEELER	DR. W. W. CAMPBELL
JOHN KENDRICK BANGS	DR. RAY LYMAN WILBUR
MARY ANTIN	W. W. KEMP
E. MORRIS COX	WILL C. WOOD

For Program see pages 168 and 169 of this magazine.

The California Teachers Association stands for the development of Education and the betterment of conditions for teachers. Through the California Council of Education it has secured the enactment of legislation favorable to these ends and has opposed such as was directed against educational interests. Every teacher in California should belong to the Association. Cooperation is the order of the age. In union there is strength. We have over ten thousand members now, but we need **you**. Membership costs but one dollar per year and includes a subscription to the Sierra Educational News, the leading educational magazine of the West. If you are teaching in any of the following counties, you are eligible to membership in the Bay Section C. T. A. and may take out your certificate while at the Convention. For further information address W. L. Glascock, Secretary Bay Section, San Mateo, Cal.

Counties in Bay Section

ALAMEDA	MONTEREY	SAN LOUIS OBISPO
CONTRA COSTA	NAPA	SAN MATEO
CALAVERAS	NEVADA	SANTA CLARA
HUMBOLDT	SAN BENITO	SANTA CRUZ
LAKE	SAN FRANCISCO	SOLANO
MENDOCINO	SAN JOAQUIN	SONOMA

UNIVERSITY COOPERATION shows itself in an interesting way in the organization of summer session work, as appears in the arrangements which are being made by the Universities of Montana, Utah, Wyoming and Nevada. These institutions have agreed to joint engagements of some special lecturers for their summer sessions. The men selected will be secured for four weeks' work and their services will be given for one week each to the universities which have entered into this plan.

ELECTRICITY as a motive power has at last been applied to transcontinental trains. The locomotives of the Chicago Milwaukee and St. Paul Railway now pull the Limited trains over the Continental Divide under electrical power generated from mountain streams. This situation is appreciated by tourists as there is no smoke or cinders to annoy or obstruct the view.

TUSKEGEE INSTITUTE has as its new Principal, to succeed the late Booker T. Washington, Major Robert R. Moton, of Hampton Institute, Virginia. President Moton was a long time friend of Dr. Washington, and his training and experience will no doubt render him a fitting successor.

COMMENCEMENT MUSIC for 1916 is being sent free by Oliver Ditson Company, Department W., Boston, Mass. Music Supervisors and others interested should avail themselves of this opportunity. Attention is directed to announcement on page 192, of this number.

SUPERINTENDENT D. H. CHRISTENSEN, it is announced, who for fifteen years has been head of the Salt Lake City School System, has given notice to the Board of Education that he will decline a reappointment to his position and will enter upon some different line of work. This announcement coming voluntarily and

SCHOOL KITCHEN TEXTBOOK

By Mrs. MARY J. LINCOLN. 60 cents

The simplest textbook in domestic science. Published in 1915. A modern course, for grammar schools or the smaller high schools, planned for two years, with two lessons a week. **Course of Study Free.**

"The book is simple and practical. It faces an interesting phase of later education in connecting the home with the school through credits for home work. The time for household arts in the school may thus be reduced to one-fourth of the time usually allowed for it."—Mary Schenck Woolman.

HANDBOOK OF ELEMENTARY SEWING

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Interest the Child—

Why should we divorce the beginner from this all important factor in school work? The

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will show how the ELSON method is built on interest. The told story is the central idea. Around it are assembled a large number of "time proved" practical devices for introducing the child to the printed page.

There are no regrets where the ELSON Service is used in any grade. Why not look into this very definite and effective method for the first two grades?

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Send for our complete list of high school texts approved for use in California High Schools

out of a clear sky, has caused much comment in educational circles. Mr. Christensen has been a leading figure not only in the schools of Salt Lake City, but he has stood high in the National Education Association. The recent survey of the schools of Salt Lake showed that the system was most progressive in very many details. Mr. Christensen's friends, who are many, will wish him every success in whatever he may undertake.

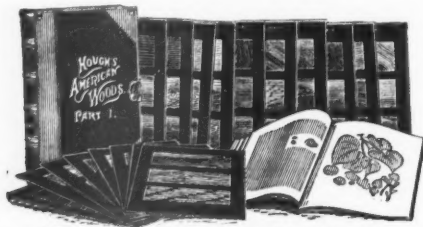
A FREE EMPLOYMENT BUREAU has been started by the Government in the U. S. Appraiser's Building, San Francisco, for the purpose of bringing the job and the jobless together without cost to either. Every postoffice is supplied with blank forms of application for the benefit of farmers and others who need help, and for the man who wants employment. These blanks are transmitted through the mail to the office of the Bureau in San

Francisco without postage. Applications can be made with the blank form, by telephone (Sutter 6108), by letter, or personal call. This work is conducted by a branch of the Bureau of Immigration under the supervision of the U. S. Department of Labor, Washington, D. C.

SUPERINTENDENT W. H. MAXWELL has been re-elected for another term of 6 years with leave of absence until October 15 on full pay. Dr. Maxwell has been Superintendent of the Schools of Greater New York for a number of years, and stands out, as in many regards, the greatest superintendent in our country. He has, against great odds, carried forward the system in the metropolis, and even those who are opposed to him admit his superior ability as a man, a teacher and administrator.

THE LOS ANGELES STATE NORMAL School Magazine, edited by Professor A. A. Macurda, and issued bi-monthly, contains articles of interest on educational problems. It is intended to reflect the work of the various departments of the school. A recent number contained an exhaustive article on the Psychology of Spelling.

THE YOUTH'S INSTRUCTOR for March 7, 1916, is an "Anti-Tobacco" number. It is designed to reach young smokers, or boys who are likely to become smokers, and shows them the danger of the use of the weed. It is profusely illustrated by clever cartoons, and can be secured from the publishers at Tacoma Park Station, Washington, D. C., for 2½ cents a copy.



A Volume of "American Woods" displayed.

Our **American Woods** is illustrated by specimens, and it is so useful that its author has been awarded the special Elliott Cresson gold medal, on account of its production.

Our **Handbook of Trees** is photo-descriptive.

"Nothing but praise for the work"—*The Nation*.

"Extraordinarily thorough and attractive."—*N. Y. Times*.

Our **Mounts of Woods for Lantern and Microscope** are invaluable with those instruments.

Our **Wooden Cards** would please you for announcements, name-cards, invitations, etc., printed to your order.

See current issue *California's Magazine*.

Write for information and samples.

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SUPERVISED STUDY in the Placer Union High School, is the title of a series of articles written by John F. Engle, Principal of the High School at Auburn, and published on Tuesdays and Fridays in the Auburn Daily Journal. There are 40 articles in the series, covering all phases of the work. These are most interesting and instructive and could be read with profit by teachers throughout the state.

TEACHERS intending to attend the C. T. A. Convention at San Francisco would do well to write the Y. W. C. A. Hotel for reservations. They will secure attractive, modern rooms at reasonable rates.

THE DEDICATION of the new Inglewood Union High School occurred on February 29th. The program included addresses by County Superintendent of Schools Mark Keppel, and President J. F. Millsbaugh of the Los Angeles State Normal School. The buildings were accepted by Principal G. M. Green. There

is a series of six buildings, including Administration, Household Economy, Science, Manual Arts, Gymnasium, and Power Plant. There is a large athletic field and a school farm of 9½ acres.

THE WESTERN BLIND AND SCREEN COMPANY is issuing an attractive calendar, carrying a photograph of the Long Beach High School, where the Western Venetian blinds have for six years been used with great satisfaction.

MARLBOROUGH SCHOOL FOR GIRLS Over Fourteen

5029 West Third Street at Arden Blvd., west of Windsor Square. Two short blocks from car line. New buildings with ample grounds for lawns, gardens, three tennis courts, clock golf, basket ball, etc.

Sleeping porches, open air schoolrooms and class rooms, and out-of-door study.

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is the teaching in schools of the many uses of a sewing machine to save time and money, as well as to gratify a taste for the beautiful. The **Singer** should, as a matter of course, be the only machine in school equipment because it is in most general use. Its cost is no more than for less desirable machines, and it is placed in the school on such liberal terms of payment that no school officer can plead poverty as an excuse for not having it. Should the pupil enter employment in any of the stitching industries, her knowledge of the Singer will be of great advantage because it is universally used by such industries.

The Singer Company

furnishes schools, **without charge**, large wall charts illustrating stitch formation, also text books for sewing classes.

SINGER SHOPS are located in every city, and machine repairs, needles, oil, etc., are easily obtained.

THE SOCIETY FOR THE PROMOTION OF Vocational Education and Occupational Guidance, at its February meeting, listened to Dr. Wm. T. Bawden on the meaning of Vocational Education.

THE UNIVERSITY OF CALIFORNIA celebrated its forty-eighth birthday on March 23d. The Charter Day address was delivered in the Greek Theatre, by President George E. Vincent, of the University of Minnesota. In the afternoon there was laid the cornerstone of Benjamin Ide Wheeler Hall, which is to be a classroom building.

MR. WILBUR F. CRAFTS, PH.D., has published an essay on an American plan for keeping the Bible in public schools. This pamphlet may be obtained from the National Educational Association, Ann Arbor, Michigan.

HOMER J. SMITH, Instructor of Academic Branches, Milwaukee Public School of Trades for Boys, has published a little book on "English for Boys," which he sells for 5 cents a copy. The book contains much of interest and value to the average boy, including such technical words as a boy naturally wants to know and understand. The book contains chapters on Sentence Structure and Spelling, Choice Expression of Practical Thought, and Oral and Written Composition, six chapters in all.

THE WORLD BOOK COMPANY is issuing a series of Government Hand Books on the Politics and Administrative Organization of the Principal European Countries. The series is to be edited by Dean

David P. Barrows, and Prof. Thomas H. Reed, of the Department of Political Science, University of California.

CONSERVATION, BIRD AND ARBOR DAY in California, is the title of a bulletin issued by State Superintendent Hyatt. It contains material and suggestions of value, together with some photographs. The poems and recitations will be found useful in the elementary school, and the quotations are well chosen.

THE IMPERIAL COUNTY school system is discussed in an article in the El Centro Progress, for February 27, by County Superintendent A. P. Shibley. A more comprehensive and lengthy article on the same subject appeared in the magazine section of the Los Angeles Times on the 26th of March. Mr. Shibley is doing excellent work in Imperial County.

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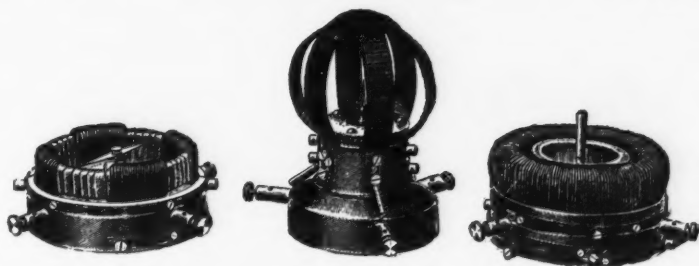
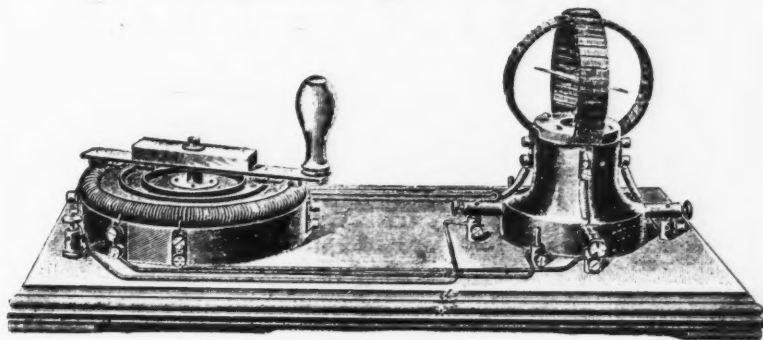
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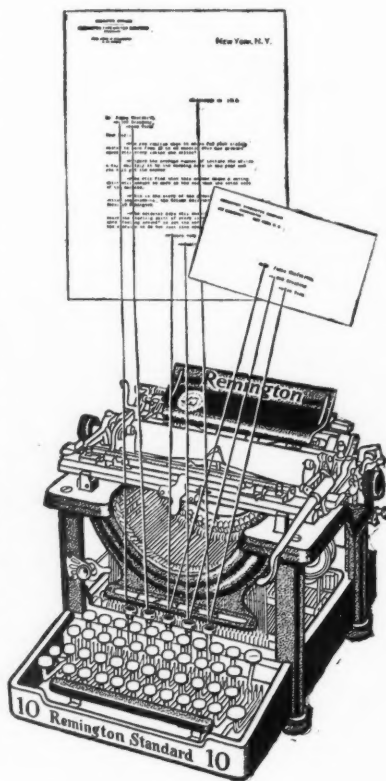
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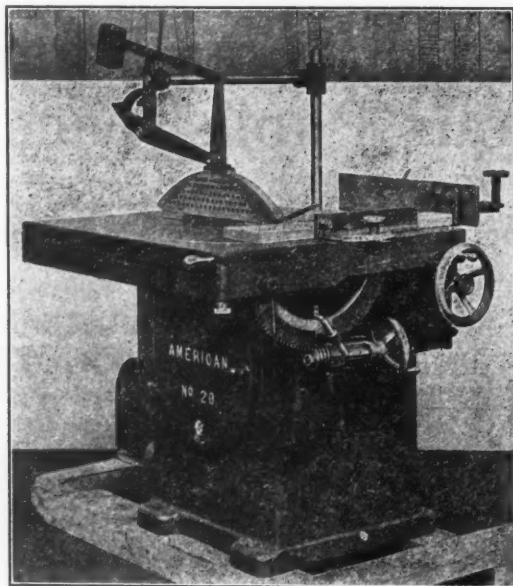
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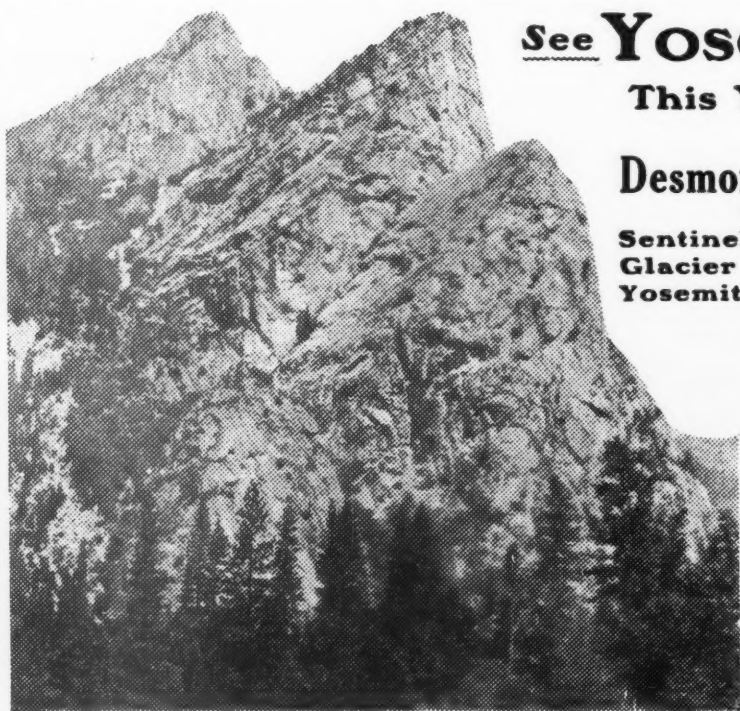
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